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AUTHOR Best, Karen; And Others
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ABSTRACT

The guide, part of a social science learning continuum from first through twelfth grades, contains outlines for two-semester social studies courses for grades 6, 7, and 8. The courses focus on the geographic setting, history, and cultures of the Americans and the need for inter-American cooperation. The guides for each course contain three components: time allocations for units, instructional objectives, and a content outline. The first semester (eighteen weeks) of grade 6 covers geographic concepts and skills, archaeology, map skills, research skills, and Canadian history. Three weeks of optional time are allowed. The second semester examines Eastern Canada, South America, the West Indies, Central America, and Mexico; optional time of one week is allowed. The first semester of Grade 7 is divided into three units: map and globe skills, weather and climate, and topography. The second semester is a regional study of the United States. The Grade 8 course contains seven American History units: America's Cultural Plurality, The First Americans, Colonial America, The American Revolution, democratic Government, Westward Expansion, and The Civil War Era. (KC)

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SOCIAL SCIENCE INSTRUCTIONAL GUIDES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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MIDDLE SCHOOL
(Grades 6-8)

West Chester Area School District
West Chester, Pennsylvania

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SO 012 010

AMERICAN NEIGHBORS

SIXTH GRADE

SOCIAL SCIENCE

West Chester Area School District

DEDICATION

This instructional guide and the others which comprise the secondary social science curriculum are dedicated to Robert B. McCarter.

Dr. McCarter has supported the development of the social science curriculum in the positions of principal, Director of Secondary Education, and Director of Instruction. During the post-World War II era our curriculum has undergone two major periods of revision. During the 1950's and 1960's, Dr. McCarter served as Chairman of the University of Pennsylvania Study Council B Social Studies Curriculum Committee. During this period the first articulated curriculum guides were developed for grades 7-12. These guides were published by the University of Pennsylvania and used by a consortium of school districts in Eastern Pennsylvania.

During the 1970's these original guides were updated and cast in a systems model with precise instructional objectives. Overlapping of content was eliminated and teacher-tested guides have been published in a three-ring notebook format.

Dr. McCarter's contributions to social education have gone beyond support for curriculum development. He has involved the school district in a variety of community civic and historical projects. He has served as a model of a dedicated and judicious educational leader.

The social science department salutes Dr. McCarter on the occasion of his retirement. It has been our pleasure to work with this dedicated leader.

ACKNOWLEDGEMENTS

The content outline and objectives for this course were prepared by Mrs. Karen Best, Mr. Robert Otterson, Mr. Mark Harned and Mr. John Waltz.

PREFACE

This course examines the history, geography and culture of the Western Hemisphere neighbors of the United States. It is a world cultures course and combined with the ninth and tenth grade world cultures courses, provides exposure to all the world's major culture regions.

The geographic concepts and skills taught in grades one through five are continued in this course. A central goal is to understand and appreciate the Hispanic culture of Puerto Ricans and other Latin Americans who now comprise a part of our community. The course attempts to focus on the geographic setting of the Americas, the history and culture of our hemispheric neighbors, and the need for inter-American cooperation.

INTRODUCTION

This course is part of a carefully organized social science learning continuum which orginates in first grade and culminates during the senior year of high school. In the elementary grades the program consists of a series of units. Beginning at the middle school level a year-long course is required. The secondary social science curriculum is sequenced as follows:

Middle School

Grade 6 -	American Neighbors
Grade 7 -	Geography
Grade 8 -	American History

High School

Grade 9 -	Cultures of the Non-Western World
Grade 10 -	Cultures of the Western World
Grade 11 -	American History
Grade 12 -	Government and Economics

In addition to the required curriculum the opportunity exists to take elective courses in social science at both the middle school and high school levels.

The social science curriculum is articulated with the aim of providing students with a comprehensive understanding of man and his world. There are three world cultures courses which provide a global point of view.

The commonality of the human experience is presented along with the reality of increasing world interdependency. Complementing the global focus is the study of American history and institutions.

The secondary curriculum is evenly divided between three world cultures courses and three American studies courses. The seventh course - geography - provides the setting for both areas of emphasis.

Among the critics of social education are those who would see the curriculum devoted extensively to American history. Opposed to this stance are those who would greatly emphasize the idea of the "global village". Our curriculum strikes a balance between these two extremes. The following illustrates this balance:

I. World Studies
   - A. American Neighbors - Grade 6
     1. Latin America
     2. Canada
   - B. Non-Western World - Grade 9
     1. Africa and the Middle East
     2. China and Japan
     3. India and S.E. Asia
   - C. Western World - Grade 10
     1. Europe
     2. U.S.S.R.

II. American Studies
   - A. American history - Grade 8
     1. Beginnings to 1877
   - B. American history - Grade 11
     1. 1877 to the present

II. American Studies (cont'd)

C. Government and Economics - Grade 12

1. Local, state and national government

2. American economic system

III. Geographic Studies

A. Geography - Grade 7

1. Semester devoted to basic concepts

2. Semester on Regions of the United States

The instructional guide for each course contains three basic components.

Time Allocations for Units

A chart is included in each guide which indicates the number of weeks to be spent on each unit. It is, of course, possible to spend much more time than is indicated. This option is not open to the teacher. Careful thought and group consensus have been used to determine the time allocations. Sometimes an undue emphasis will be placed on certain units at the expense of others. This has led to the familiar student complaint, for example in American history, that "we never got past World War II". Our curriculum attempts to give a comprehensive and well-balanced program of study. Failure to follow the time allocations will lead to shortchanging students of part of their basic education.

Instructional Objectives

Every unit contained in an instructional guide is accompanied by a set of minimal objectives. These objectives serve as the skeleton of every course. The goal of social science instruction is to have every student learn these objectives.

The minimal objectives provide the essential learnings of every course. Every fact, concept, or understanding contained in the content outline is not equal in terms of value. These objectives have been written and revised by the teachers of every course to provide the basic building blocks of learning.

The systematic testing program is referenced to these objectives. It will soon be possible to monitor the ability of all students as they progress through the social science learning continuum. Our locally produced, objectives-referenced

achievement tests will provide useful information for students and teachers.

Each teacher has the option of creating objectives for advanced students as required. Most of the minimal objectives fall in the knowledge and comprehension categories in Bloom's taxonomy of cognitive objectives. A small percentage may be classified at the higher levels of application and analysis.

All of the minimal objectives for grades 1 - 12 are compiled in a companion document, the Social Science Objectives Continuum, which is updated biannually. Some of the objectives of the social science curriculum are such that they can not be assigned to a particular unit. These objectives refer to skills which are acquired over time. Examples are research skills, critical thinking skills, and values. These objectives are listed in the Social Science Objectives Continuum. They need to be implemented in a coordinated manner by all the teachers at the middle school and high school level.

Content Outline

The content outline provided in each instructional guide is a blueprint for teaching. It is not intended to be an exhaustive and scholarly document. This outline identifies what is a reasonable course of study at a particular grade level. The content outlines for every course have been developed by teachers with long experience and an appreciation of what is important in each field of study.

It is unlikely, even with an advanced class, that more than is contained in the outline will be taught. The minimum objectives provide a guide to the essentials of every course.

Because a content outline is provided, we do not sanction a simplistic expository teaching method. Attempting to have students function on a rote level of learning is not all we want to have occur. The "jug-mug" theory of learning

suggests that knowledge can be poured into the student the same way liquid can be poured from a mug into a jug. Unfortunately, retention studies have shown that knowledge learned only to pass a test or please a teacher is quickly dissipated. However, the "gardener-plant" theory of learning points out that it is the student who does the learning. The teacher can provide the proper climate of praise and encouragement along with enticing activities and experiences. If the conditions are right, learning will take place.

One sometimes hears the analogy of the horse which is led to water but cannot be made to drink. This can be an excuse for the teacher who lacks enthusiasum and insight. The secret, as every horse lover knows, is to make the horse thirsty. When our students thirst for knowledge, learning will take care of itself.

Larry B. Woodruff

Supervisor of Social Science, K-12

SIXTH GRADE AMERICAN NEIGHBORS

(Year - Long Course)

Time Allotments for Units

First Semester

Unit I - Geographic Concepts and Skills - 2 weeks

Unit II - Archaeology - 2 weeks

Unit III - Map Skills - 4 weeks

Unit IV - Research Skills - 3 weeks

Unit V - Canadian History - 4 weeks

- Optional Time - 3 weeks

Second Semester

Unit VI - Eastern Canada - 4 weeks

Unit VII - South America - 4 weeks

Unit VIII- West Indies and Central America- 4 weeks

Unit IX - Mexico - 5 weeks

- Optional Time - 1 week

Unit 1 Geographic Concepts and Skills

CODE	Upon the Completion of this unit students will be able to:
6.1	know that the earth is divided into hemispheres by two imaginary circles, (0° latitude and 0° longitude) the Equator, and the Prime Meridian.
6.2	explain, through the use of physical maps, how physical features influence man's existence.
6.3	define the following terms: isthmus, strait, swamp, desert, canyon, harbor, river valley, volcano, hemisphere, continent, ocean, river, peninsula, island, tributary, mountain.
6.4	locate and lable the seven continents and four major oceans on a world map.
6.5	use the key on physical maps to determine land elevations, water depths, and population density.
6.6	locate the regions of low, middle, and high latitudes on a world map or globe.
6.7	using major cities of the regions studied as reference points, determine the degree of latitude north and south of the Equator.
6.8	locate points on a map by using the map's coordinates. (A3, D1 or 40°N, 75°W)
6.9	utilize the scale of miles on a map to determine the number of miles between various location.
6.10	know the right compass points and use them in compass and map exercises.
6.11	distinguish between political and physical maps.
6.12	define the terms rotation and revolution and explain their relation to the occurance of day/night and seasons of the year.

Unit 1 Geographic Concepts and Skills

UNIT 1

I Divisions of the Earth

A Compass Directions

1. North
2. South
3. East
4. West

B Hemispheres

1. Equator divides North & South
2. Prime Meridian divides East & West

C Land Areas - 7 Continents

1. Europe
2. Asia
3. Australia
4. Africa
5. Antarctica
6. North America
7. South America

D Water Bodies - 4 Oceans

1. Atlantic
2. Pacific
3. Indian
4. Arctic

II. Geographic Terms

A Define the Following

1. Isthmus
2. Strait
3. Swamp
4. Desert
5. Canyon
6. Harbor
7. River Valley
8. Volcano
9. Hemisphere
10. Continent
11. Ocean
12. River
13. Peninsula
14. Island
15. Tributary
16. Mountain
17. Canal

B List an example of each of the above terms.

III. Earth - Sun

A Rotation - Day & Night and Winds & Ocean currents
B Revolution - seasons
C Altitude - verticle zonation

IV. Map Studies

A Types of Maps

1. Political
2. Physical
3. Special purpose - some examples:
   population
   climate
   products
   resources

B Map Reading (Key)

1. Scale of miles
2. Color
3. Symbols

V. Latitude & Longitude

A Latitude

1. Starts at the Equator
2. Measures distance North & South
3. Special latitudes
   North Pole
   South Pole
   Arctic Circle
   Antarctic Circle
   Tropic of Cancer
   Tropic of Capricorn
   Equator

B Longitude

1. Starts at the Prime Meridian
2. Measures distance East & West
3. Used for time zones
4. Special longitudes
   Prime Meridian
   International Date Line

C Earth's Grid

1. Latitude and longitude
2. Use to locate points on the earth's surface
3. Number grids and letter grids or combination types
4. Locate only 10 cities of the W. Hemisphere using latitude & longitude

Unit II-Archaeology

CODE Upon completion of this unit, students will be able to:

6.13 define culture.

6.14 identify cultural universals.

6.15 date cultures as to past, present or future.

6.16 locate cultures as to air, sea and land, as well as high or low.

6.17 excavate a site.

6.18 identify artifacts.

6.19 interpret observations.

6.20 record the data of findings.

Unit II-ARCHAEOLOGY

I. Definition

II. Archaeologic Time

- A. Prehistoric
- B. Historic

III. Culture - Way of Life

- A. Definition
- B. Examples - Artifacts

IV. Types of Artifacts

- A. Organic
- B. Inorganic

V. Ways Artifacts get buried

- A. On purpose
- B. Natural Acts
- C. As time passes

VI. Types of Sites

A. Jungle

B. Desert

C. Frozen

D. Cave

VII. Methods of Excavation

A. Total

B. Trench

C. Quadrant

D. Random Sample

E. Checkerboard

VIII. Ways to Record Data

A. Sketch

B. Photograph

C. Reconstruct Artifact

D. Build Diarama

E. Data Sheets

F. Reports

IX. Evaluation of Data

A. Explain only what found

B. Guess about culture found

X. Dig

A. Recover Artifacts

B. Record Data on Worksheets

C. Prepare Museum Displays

Unit III- Maps Skills

CODE	Upon the completion of this unit students will be able to:
6.21	locate continents, oceans, hemispheres, and areas of study, e.g. Western Hemisphere.
6.22	identify various types of maps.
6.23	construct a box town or draw block scenery.
6.24	define the term map.
6.25	use a graphic scale.
6.26	locate and identify symbols on various types of maps.
6.27	map a route between their home and the school they attend.
6.28	locate specific landmarks on the map.
6.29	measure distances from one place to another on the map.

Unit III-MAP SKILLS

I. Types of Maps
   - A. Political
   - B. Physical
     1. Relief
     2. Landforms
   - C. Special Purpose
     1. Population
     2. Climate
     3. Products

II. Map Reading
   - A. Scale
     1. Verbal
     2. Visual

B. Direction

C. Color

1. Common Colors

2. Key Colors

D. Symbols

1. Random shapes

2. Look-alike shapes

III. Cartography

A. Transfer map-copying from a prepared map to a prepared outline Specific material

B. Interpretive Maps - plotting information on a prepared outline from a non-prepared source

C. Freehand Map - Student copy; sketch outline and plot information-desk or note use

UNIT IV - Research Skills

CODE	Upon the completion of this unit students will be able to:
6.30	examine closely a small area of one of the units, and become an "expert" on this topic.
6.31	use the library facilities of the school efficiently.
6.32	to put to use the rules of spelling and grammar learned in language arts.
6.33	demonstrate neatness and cleanliness in written work.

Unit V - Canadian History

CODE	Upon completion of this unit, students will be able to:
6.34	define exploration.
6.35	list 3 French and 3 Spanish explorers of the New World
6.36	on a map draw routes of the explorers studied in 6.35.
6.37	list at least three problems of early explorers in starting settlements.
6.38	construct a time line on exploration labeling the following: Vikings, Columbus, Magellan, Hudson (Cortez, Pizarro, Cartier, Cabot) optional.

Unit V-Canadian History

I. Early Peoples

A. Asians came across the northern Landbridge

B. Vikings came by boat from N. Europe

C. Life styles depend on local environment

II. Early Settlers

A. Eskimos - Barren Northlands

B. Plains Indians - North America

III. Early Explorers (Europeans) of Latin America

A. Columbus

1. 1492

2. 4 voyages

3. Carribean Sea Area

B. Vasco DaGama

1. Portuguese

2. Pope-Line of Demarcation

C. Cabral-Brazil

D. Vespucci-named America

E. Balboa-Pacific Ocean

F. Magellan

1. first to sail around the world

2. died enroute

G. Cortez-Mexico

H. Pizarro-Incas

IV. Explorers of Canada

A. Vikings - 1000 AD

B. Cabot - 1497, Newfoundland

C. Cartier - 1535, Montreal & St. Lawrence

D. Henry Hudson - 1609 Hudson Bay Area

V. French Explorers of the United States

A. Marquette - Joliet (trapper)

B. LaSalle - Explorer of Mouth of Mississippi

VI. English and French Rivalry

A. Fishing Rights

B. Fur Trade

C. War in the New World

1. Advantages & disadvantages of combatants

2. Battle of Quebec

a. Wolf and Montclam

b. Plains of Abraham

c. Treaty of Paris 1763

VII. British Canada

A. Canada as British Colony

1. Quebec Act - 1774

2. The Loyalists

3. French Candians

4. Westward Expansion

a. immigration

b. Canadian Pacific Railway

5. Canadian Pacific Railway

   a. The Durhan Report

   b. Domain Status 1867

   c. Commonwealth Status - 1931

Canada Today

A. Ten Provinces

B. Queen's Representative

C. Canadian Parliament

D. U.S. Canadian Relations

Unit VI - Canada's Eastern Provinces

CODE Upon completion of this unit, students will be able to:

6.39 describe how the environment has influenced ways of life in the Atlantic Provinces.

6.40 compile a list of Canadian jobs and classify them according to whether they produce goods or services.

6.41 describe the influence the St. Lawrence Seaway has had on the recent development of Canada.

6.42 identify several of the diverse cultural backgrounds of Canada's people

6.43 describe the ways the people of Quebec and Ontario have used their resources to build great industries.

6.44 form a generalization about the way forests and other natural resources can be preserved for use in future years.

Unit VI - Eastern Canada

I. The Atlantic Provinces

A. The Four Provinces

1. New Brunswick
2. Nova Scotia
3. Newfoundland
4. Prince Edward Island

B. The Fishing Industry

1. Fishing Banks
2. Early fishing industry
3. Modern technology
4. A way of life
5. Problems

C. Atlantic Seaports

1. Halifax
2. Saint John

D. Land Resources

1. Forest industries
2. Mining
3. Farming

II. Quebec and Ontario

A. Waterways

1. Great Lakes
2. St. Lawrence Seaway

B. Mineral Resources

C. Cities

1. Quebec
2. Montreal
3. Toronto

Unit VII - South America

CODE	Upon completion of this unit, students will be able to:
6.45	locate North, South and Central America on maps and globes.
6.46	label important mountains and rivers on a map of South America.
6.47	describe the Inca civilization, and list two major contributions of the Inca culture of South America.
6.48	identify key historical figures in South American history, e.g. Simon Bolivar and San Martin.
6.49	make a chart comparing at least three carnivals, fiestas, or holidays of the United States with a similar number in Latin America.
6.50	know the location of and list one fact about such important transportation systems as the Amazon River and the Orinoco River.
6.51	Recognize three or four major exports of South America. Explain why it is dangerous for a country to depend on a single product.
6.52	locate the countries which have been able to achieve the most advanced level of industrialization.
6.53	explain why there is food shortage in South America in spite of its large area and many resources.
6.54	list some problems about transporting goods around South America.
6.55	discuss land reform in South America.
6.56	discuss the role United States of America plays in South American trade.

Unit VII - South America

I. Interesting natural features of South America

A. Amazon, Orinoco, La Plata, and Magdalena rivers

B. Amazon rain forest

C. Atacama Desert-driest desert in the world

D. The Pampa- a sea of grass

II. People of South America

A. Negroes of the plantations and cities of the northeastern coast

B. Descendants of European settlers

C. Mestizos-people with European and Indian ancestors

D. Indians' aberrant culture

III. Venezuela, Columbia, and Ecuador

A. Mountain valleys, steaming tropics, and snowy mountain peaks

1. Lowlands east of the Andes mountains

a. Journey in a rain forest

b. Jivaro Indians using spears, blowguns and poisonous darts

2. The Llanos-grassy plains in drainage area of the Orinoco River

a. Rainy season and dry season

b. Caribes, Piranha fish, and electric eels of the Orinoco

3. Guiana Highlands

a. Angel Falls-highest in the world

b. "Black Diamonds"

c. Iron Ore

B. Uplands and mountain valleys of the Andes

1. Rural scene

a. Self-sufficient

b. Resist change

c. Indian enterprises

(1) Sugar

(a) Juice from crushed stalk

(b) Juice boiled

(c) Thickened syrup hardens

(2) Panama hats from Ecuador

(a) Woven from toquilla

(b) Valuable narrow and uniform strands

(c) Woven when damp

(d) Cuenca

2. Land of farmers

a. Shortage of food

(1) Rich landowners cnncentrated on cash crops

(2) Imported food higher priced

b. Land Reform in Venezuela and Columbia

(1) Distributed idle land

(2) Parceled out unused government land

(3) Helped farmers borrow money

(4) Taught better methods

(5) Increased use of mechanical farm machinery

3. Urban centers in the Andes

a. Rural people moving to cities

(1) Many illiterate and without skills

(2) Better schools and medical facilities in cities

(3) Possible better life for children

4. Another part of highland world

a. Bogota, Columbia

b. Caracas, Venezuela's capital and largest city

c. Superhighway to LaGuaira

d. Quito, oldest city in America

C. Natural resources help build industries

1. Oil deposits under Lake Maracaibo

a. Maracaibo valley changes

b. Maracaibo, Venezuela's second largest city

c. Venezuela, world's fifth largest producer of petroleum

d. Government control of oil industry

2. Steel center

a. Ciudad Guayana

b. Ore from edge of Guiana Highlands

3. Other natural resources

a. Manganese

b. coal

c. Hydroelectric power potential of Caroni River

4. Mineral and agricultural exports of Columbia

a. Gold shipped from Cartegena

b. Emeralds

c. Petroleum

d. Salt

e. Coffee, pride of Columbia

(1) Chief Export

(2) Mild flavor

(3) Grown on small farms

(4) Producing regions in central and western Andean ranges

5. Ecuador's important industries

a. Cacao industry recovers

b. Bananas, chief export

D. Transportation-problems and solutions

1. Shallow river in dry season
2. Stop erosion of land
3. River ports fed by other means of transportation
4. Medellin connected to Magdalena by railroad
5. Cauca River joins Magdalena
6. Barranquilla-leading port

IV. Peru, Bolivia and Chile

A. Peru Current

1. Helps creat desert
2. Part teeming with marine life

B. Lands of rich resources

1. Best land controlled by hacienda owners
2. First potatoes from Peru
3. Vegetable oil from seeds of sunflowers
4. Wheat imported into Chile
    a. Old-fashioned farming methods
    b. Landowners using only part of the land
5. Hacienda system impeding progress
6. Changes in Bolivia's hacienda system

C. Cities, industries, and resources

1. Transfer points - Callao and Valparaiso
2. Government centers - La Paz and Sucre
3. Steel highway into the clouds
4. Bolivia's tin mines
5. Chile resources
    a. Nitrates
    b. Iodine chief by-product
    c. Copper, most valuable export

6. Valley oases irrigated by mountain streams
7. Resources in lowland regions east of Andes
    a. Cocoa leaves, the source of cocaine
    b. Bolivian lowlands
        (1) Cattle raising
        (2) Small oil fields
    c. Iquitos
        (1) Peruvian lowland city
        (2) Shipping products eastward
        (3) Travel the Amazon and Maranon rivers
8. Southward through Chile
    a. Rugged plateau region
    b. Chile's sheep
    c. Tierra del Fuego

V. Argentina, Uraguay, and Paraguay
    A. Never a part of Indian empire
    B. Lands with little mineral wealth
    C. Geographical introduction
        1. "Silver River" countries
        2. The Pampa
            a. Region of fine soil
            b. Railroads the answer
        3. Gran Chaco, lowland of forest and grasslands
        4. Patagonia
            a. Barren land
            b. Sheep ranches
            c. Petroleum

5. Mesopotamia and the plains of Uruguay

6. Andes Mountains and the regions of the northwest

D. History of three nations

1. Buenos Aries, site of first settlement

2. Asuncion, first permanent settlement

a. settler married Indians

b. Gauchos

(1) Experts with knives

(2) Bola

(3) Ponchos over their shoulders

c. Immigrants into the Pampa

d. Changes in cattle raising

(1) Refrigerated railroad cars and ships

(2) Improve herds

e. Inventions and new farming methods

(1) British investors' railroads

(2) Improved drilling tools

(3) Planting alfalfa on the Pampa

f. Argentina's political development

(1) General Jose de San Martin

(2) The country versus Buenos Aires

(3) Juan Manueal Rosas, controlled the gauchos

(4) Juan Peron and the descamisados

g. Uruguay becomes a nation

(1) Jose Artigas

(2) Colorados and the Blancos

(3) Jose Batlley Ordonez

(4) Education free since 1877

(5) Nine-man council and bankruptcy

(6) Restore presidency and military control

(7) Educated Uruguayans leaving

h. Paraguay becomes a nation

(1) Jesuit priests and the Guarani Indian tribes

(2) Peaceful independence

(3) Troubled history

(a) Dictators

(b) Weakening wars

(4) Government activities controlled by wealthy landowners and the army

E. Three agricultural nations

1. Too small for a large enough market within their borders

2. Resources too far apart

3. Finished products too distant from markets

4. Argentina closest to achieving its goal of industrialization

5. Argentinean development difficulties

VI. Brazil and the Guianas

A. One third of Brazilians Negros or of mixed ancestry

B. Amazon Basin, rain forest

C. Eastern Brazil

1. Narrow coastal plain

2. Most productive land

3. Most usable forests

4. Richest iron mines

5. Locations of Brazil's largest cities

6. Northeastern part of Brazil

   a. Sao Paulo, largest city in Latin America

   b. Rio de Janeiro, fine harbor

   c. Rich farms of the southeast

   d. Iron ore southeast of Belo Horizonte

   e. Largest manganese reserves in the Western Hemisphere

   f. Land of Coffee

D. Western Brazil

   1. Highland region

   2. Cattle ranches and cowboys

   3. Brasilia

E. The economic history of Brazil

   1. Sugar boom to end of 17th century

   2. Gold-and-diamond boom

   3. Rubber boom

   4. Coffee

   5. New farming methods and new industries to end boom-and-bust cycle.

F. Three small countries

   1. Guyana, Surinam, and French Guiana

   2. Three main geographical regions

      a. Coast, a low, swampy area

      b. Highlands with forests and grasslands behind the coast

      c. Mountainous plateaus of the interior

   3. Transportation a serious problem

   4. Most people farming along the coast

   5. Highlands rich in minerals

a. Bauxite

b. Oil deposits in Surinam

c. Hydroelectric dams under construction

6. People

a. Smallest population in French Guiana

b. Two racial blocs of Guyana

c. Creoles, almost half the people of Surinam

Unit VIII - The West Indies

CODE	Upon the completion of this unit students will be able to:
6.57	locate the West Indies on a map or globe.
6.58	identify several economic problems that trouble the West Indies.
6.59	define windward, leeward, coral reef, volcano, tourism, voodoo, communism.
6.60	describe the economic basis of the West Indies (sugar cane, tourism, bauxite, etc.)
6.61	contrast the life of the people of Cuba under Spain, as an independent country, and under communism.
6.62	given a series of graphs, analyze them and determine several changes which have taken place in Puerto Rico between 1940 and today.
6.63	investigate Puerto Rican immigration to the mainland and its effects on both the Puerto Rican and United State Communities.
6.64	know the contribution of at least one Puerto Rican in the arts, sports, and government.

Unit VIII - The West Indies

I. Geographic Skills to Explore West Indies

- A. Location
- B. Formation
  1. Coral
  2. Mountains (Caribbean Indies)
  3. Volcanoes

II. Economy of the West Indies

- A. Tourism
  1. Hotels
  2. Resorts
- B. Agriculture
  1. Sugar industry
  2. Secondary crops
- C. Other industries

1. Tobacco related businesses
2. Mining
   a. Jamaica-bauzite
3. Petroleum

III. Dominican Republic - People & Problems

A. Poverty

B. Illiteracy

C. Dictatorial exploitation

IV. Cuba

A. Government Under Spain

1. Frequent revolutions
2. U.S. sympathies
3. Spanish American War

B. Cuba and Independence

1. Cubans ill-prepared for self-government
2. Various dictators (Batista)
3. Hemispheric relations
4. Industrial output declines

V. Puerto Rico

A. Puerto Rico as U.S. Possession

1. U.S. gains control following Spanish/American War
2. Commonwealth status
   a. U.S. citizens
3. Immigration
   a. effects on Puerto Rico & U.S. communities
4. Possible statehood?

B. "Operation Bootstrap"

1. Define
2. Projects
   a. Industrial
   b. construction
   c. agricultural

VI. Famous Puerto Ricans

A. Achievement of Excellence

1. Sports
2. Arts
3. Government

VII. Local Hispanic Culture

Unit VIII - Central America

CODE	Upon the completion of this unit, students will be able to:
6.66	draw in the boundaries, and show the capital's location of the Seven Central American countries on an outline map.
6.67	state the importance of the Panama Canal.
6.68	write an account of the Pan American Highway.
6.69	list the problems of a one-crop economy.
6.70	define industrial development.
6.71	define the words volcanos and earthquakes.
6.72	draw a picture story about the banana.
6.73	tell the story of the processing of raw materials to finished products.
6.74	pinpoint the original location of the Mayas and discuss aspects of Mayan culture.

Unit VIII - Central America

I. Central America

A. Part of North America

B. Located in low latitudes

C. Most people in drier western upland region

II. Crossroads of the Americas

A. Land Bridge between North and South America

B. 30 mile land obstacle unknown to Columbus

C. Historic trade routes

1. Balboa, first European to reach Pacific

2. Overland part of the route to Peru

3. Pirates raided treasure route

D. Part played by California gold rush

1. Vanderbilt's plan

a. Steamship to San Juan River
b. Smaller ships across Lake Nicaragua
c. Overland to Pacific by carriage

2. Railroad across panama in 1855

III. Dream of building a canal

A. Saavedia's idea

B. Volcanoes and earthquakes might destroy Nicaraguan route

C. France's first attempt

1. Ferdinand de Lesseps

2. Sticky mass slid into ditch

3. Thousands killed by diseases

4. French company gave up

D. United States takes over

1. Pay France 40 million dollars

2. Columbia refused offer

3. Panamanians revolted

4. Canal zone leased in perpetuity

E. Building the canal

1. Dr. Gorgas to conquer tropical diseases

2. Dam built across Charges River

3. Series of locks built

4. Channels opened from Gatun to Pacific

5. Canal Company, a government-owned corporation

F. A trip through the canal

1. Pilot commands ship on canal journey

2. Locks at both ends of the canal

a. Raise or lower ships

b. Electric mules attached to ships

3. Balboa, center of canal operations

G. Panamanian resentment

1. Right to fly their flag

2. Believe 1903 treaty outdated

3. Negotiations begin in 1964

4. 1974 working agreement

IV. Pan American Highway

A. First proposed in 1923

B. Stretching from Fairbanks to Puerto Montt

C. Problems created by the land

D. Parts of highway completed

V. Economy of Central America

A. Two thirds of population farmers

1. "Slash-and-burn" agriculture

2. Subsistence farming most common

B. Highland farmers, special methods

C. Agricultural problems unique to the region

1. Heavy rains

2. Subsistence farmers to learn new ways

a. Terrace hillsides
b. Form cooperatives
c. Increase small farm productivity

D. Agricultural export products

1. Coffee

a. Plantation of highland and plateau regions
b. Some coffee in every Central American nation
c. Coffee sales providing foreign currency
d. United States and the Federal Republic of Germany primary customers
e. Guatamala, Costa Rica, and El Salvador faced with evils of one crop economy

2. Cotton becoming the chief agricultural cash crop next to coffee and bananas

3. Bananas raised on small farms as well as on large plantations

E. Forest products

1. Hardwood Mahogany grown in rain forest

a. streams and rivers, to float mahogany to the sea
b. mahogany of little cash value as trees become more difficult to find

2. Pine becoming an important product

3. Pods from Kapok tree providing cottonlike fiber and oil, the latter being used in soap

4. Main source of forest products from forested area of northern Guatamala, Belize, and Honuras

5. Sapodilla tree of Peten provides chicle, raw chewing gum

6. Balsam of Peru from El Salvador, sweet smelling liquid used as a base for medical ointments

F. Central American Common

1. Encourage industrial growth

2. Accrued benefits

   a. Avoid export and import duties

   b. Creates large markets for manufactured goods

   c. Capital sharing to build industries

   d. Share technological information

   e. Work to improve transportation

Unit IX - Mexico

CODE	Upon the completion of this unit students will be able to:
6.75	describe the advantages and disadvantages of the geographical location, natural features, and natural resources of Mexico.
6.76	after studying the text and maps, describe the size, location population make-up, and climate of Mexico.
6.77	describe the proximity of Mexico to other Hemisphere countries.
6.78	using context clues within the text, define peon, hacienda, rural, urban, subsistence farming, dictator, illiterate, adobe, mestizo, fiesta, siesta.
6.79	draw up a list of changes that came to the people of Mexico as a result of the many reforms that have been undertaken since 1917.
6.80	read two case studies to analyze and contrast the life-style of a rural family and the life style of an urban family.
6.81	after studying maps and the text, list the factors that make much of Mexico's land agriculturally productive.
6.82	describe at least one method the Mexican people are using to increase agricultural productivity.
6.83	list several advantages and disadvantages that industrialization and the growth of cities have brought to the people of Mexico.
6.84	discuss the ways that a democracy contrasts with a dictatorship using the United States and pertinent Latin American countries.
6.85	develop a hypothesis which explains the frequency of political revolutions in Latin American countries.
6.86	cite contributions of the native cultures of Mexico to European cultures
6.87	contrast the economic geography of the tropical and highland regions of Mexico.

Unit IX - Mexico

I. Geographic Skills to Explore Mexico

A. The land

1. latitude and longitude
2. landforms (lowlands, plateaus)
3. size
4. climate

B. People

1. Rural vs. urban population
2. Ethnic background (Indian, Spanish, Mestizo)

II. Reforms of Mexico post 1940

A. Land reform

1. Break-up of haciendas - land divided among peons

B. Education for all

1. Schools for rural areas
2. "Each one- Teach one" plan

C. Health

1. Government programs to aid health

a. insecticides used to kill mosquitoes
b. public health programs

III. Two Families of Mexico

A. A Family of Rural Mexico

1. One room homes - thatched roofs, dirt floors
2. Diet
3. Subsistence farming
4. Clothing
5. Superstitions
6. Occupations

B. A Family of Mexico City

1. Reasons for move to city
2. Homes
3. Diet
4. Education
5. Problems of Middle Class families

IV. Farmland for Mexico's Families

A. Dry Lands of Northern Mexico

1. Arid
2. Annual rainfall
3. Little suitable for farming
4. Cattle ranches
5. Irrigation

B. Central Plateau

1. Fertile soil
2. Crops grown, (beans, wheat, corn)
3. Primitive farming tools - So. part
4. Larger farms near Mexico City
    a. Crops grown for profit
    b. Irrigated fields
    c. Modern equipment

C. Southern Highlands & Costal Lowlands

1. Subsistence farmers
2. Raise crips on side of mountains
3. Commercial crops
    a. cocoa, coffee
4. Climate
    a. heavy rainfall, hot weather
    b. disease
5. Improvements
    a. Dam construction
    b. Mosquito-control programs

D. Yucatan

1. Lowland peninsula
2. Henequen

V. More Jobs for Mexico's Population

A. Steel

1. Monterrey - capital of steel region
2. Caused growth of transportation

B. Manufacturing

1. Mexico City - center
2. Abundant labor force
3. Good transportation
4. Urban renewal
5. Need for technical education

VI. Aztec Civilization - Rulers of Mexico

A. Coming of the Aztec

1. Pre-Colombian arrival
2. Legends
3. Aztec capital
4. Social classes

B. Religion of Fear

1. Warlike tribe
2. Human sacrifice
3. "Fair God" legend
4. Aztec calendar

C. Government

1. Emperor

D. Spanish Conquest

1. Cortes lands at Veracruz
2. Fulfillment of legend
3. Fall of Tenochtitlan
4. New lands for Spain

VII. Democracy vs. Dictatorship

A. Dictatorship

1. Define
2. Life under a dictator
3. Causes for dictatorial rule
4. Mexico under dictatorship

B. Democracy

1. Define
2. Life under democratic rule
3. U.S. as example

GEOGRAPHY

SEVENTH GRADE

SOCIAL SCIENCE

West Chester Area School District

DEDICATION

This instructional guide and the others which comprise the secondary social science curriculum are dedicated to Robert B. McCarter.

Dr. McCarter has supported the development of the social science curriculum in the positions of principal, Director of Secondary Education, and Director of Instruction. During the post-World War II era our curriculum has undergone two major periods of revision. During the 1950's and 1960's, Dr. McCarter served as Chairman of the University of Pennsylvania Study Council B Social Studies Curriculum Committee. During this period the first articulated curriculum guides were developed for grades 7-12. These guides were published by the University of Pennsylvania and used by a consortium of school districts in Eastern Pennsylvania.

During the 1970's these original guides were updated and cast in a systems model with precise instructional objectives. Overlapping of content was eliminated and teacher-tested guides have been published in a three-ring notebook format.

Dr. McCarter's contributions to social education have gone beyond support for curriculum development. He has involved the school district in a variety of community civic and historical projects. He has served as a model of a dedicated and judicious educational leader.

The social science department salutes Dr. McCarter on the occasion of his retirement. It has been our pleasure to work with this dedicated leader.

ACKNOWLEDGEMENTS

The content outline for this course was prepared by Mr. Harold Kerstetter.

The objectives were writeen by Mr. Lon Pritchard, Mr. David Berkes, Miss Andrea Mento, Mr. Vincent Reeves, Mr. Leonard Snyder, Mr. Harold Kerstetter and Mr. Ronald Chaffee.

PREFACE

This is the only full year geography course in the secondary social science curriculum. It is comprised of a study of basic geographic concepts and knowledge followed by the application of these concepts in a study of selected regions of the United States.

This course serves as the capstone of a sequence of geographic units of study which began in the first grade. All that has been learned in grades one through six is consolidated, reinforced and extended in this course. This course also serves as fundamental background for the American history and world cultures courses which follow it. These courses should reinforce the basic geographic understandings of the earlier years of social science education.

The units of study on regions of the United States contained in the second semester provide a better understanding of American history which is required in the eighth grade.

INTRODUCTION

This course is part of a carefully organized social science learning continuum which orginates in first grade and culminates during the senior year of high school. In the elementary grades the program consists of a series of units. Beginning at the middle school level a year-long course is required. The secondary social science curriculum is sequenced as follows:

Middle School

Grade 6 -	American Neighbors
Grade 7 -	Geography
Grade 8 -	American History

High School

Grade 9 -	Cultures of the Non-Western World
Grade 10 -	Cultures of the Western World
Grade 11 -	American History
Grade 12 -	Government and Economics

In addition to the required curriculum the opportunity exists to take elective courses in social science at both the middle school and high school levels.

The social science curriculum is articulated with the aim of providing students with a comprehensive understanding of man and his world. There are three world cultures courses which provide a global point of view.

The commonality of the human experience is presented along with the reality of increasing world interdependency. Complementing the global focus is the study of American history and institutions.

The secondary curriculum is evenly divided between three world cultures courses and three American studies courses. The seventh course - geography - provides the setting for both areas of emphasis.

Among the critics of social education are those who would see the curriculum devoted extensively to American history. Opposed to this stance are those who would greatly emphasize the idea of the "global village". Our curriculum strikes a balance between these two extremes. The following illustrates this balance:

I. World Studies
   - A. American Neighbors - Grade 6
     1. Latin America
     2. Canada
   - B. Non-Western World - Grade 9
     1. Africa and the Middle East
     2. China and Japan
     3. India and S.E. Asia
   - C. Western World - Grade 10
     1. Europe
     2. U.S.S.R.

II. American Studies
   - A. American history - Grade 8
     1. Beginnings to 1877
   - B. American history - Grade 11
     1. 1877 to the present

II. American Studies (cont'd)

C. Government and Economics - Grade 12

1. Local, state and national government

2. American economic system

III. Geographic Studies

A. Geography - Grade 7

1. Semester devoted to basic concepts

2. Semester on Regions of the United States

The instructional guide for each course contains three basic components.

Time Allocations for Units

A chart is included in each guide which indicates the number of weeks to be spent on each unit. It is, of course, possible to spend much more time than is indicated. This option is not open to the teacher. Careful thought and group consensus have been used to determine the time allocations. Sometimes an undue emphasis will be placed on certain units at the expense of others. This has led to the familiar student complaint, for example in American history, that "we never got past World War II". Our curriculum attempts to give a comprehensive and well-balanced program of study. Failure to follow the time allocations will lead to shortchanging students of part of their basic education.

Instructional Objectives

Every unit contained in an instructional guide is accompanied by a set of minimal objectives. These objectives serve as the skeleton of every course. The goal of social science instruction is to have every student learn these objectives.

The minimal objectives provide the essential learnings of every course. Every fact, concept, or understanding contained in the content outline is not equal in terms of value. These objectives have been written and revised by the teachers of every course to provide the basic building blocks of learning.

The systematic testing program is referenced to these objectives. It will soon be possible to monitor the ability of all students as they progress through the social science learning continuum. Our locally produced, objectives-referenced

achievement tests will provide useful information for students and teachers.

Each teacher has the option of creating objectives for advanced students as required. Most of the minimal objectives fall in the knowledge and comprehension categories in Bloom's taxonomy of cognitive objectives. A small percentage may be classified at the higher levels of application and analysis.

All of the minimal objectives for grades 1 - 12 are compiled in a companion document, the Social Science Objectives Continuum, which is updated biannually. Some of the objectives of the social science curriculum are such that they can not be assigned to a particular unit. These objectives refer to skills which are acquired over time. Examples are research skills, critical thinking skills, and values. These objectives are listed in the Social Science Objectives Continuum. They need to be implemented in a coordinated manner by all the teachers at the middle school and high school level.

Content Outline

The content outline provided in each instructional guide is a blueprint for teaching. It is not intended to be an exhaustive and scholarly document. This outline identifies what is a reasonable course of study at a particular grade level. The content outlines for every course have been developed by teachers with long experience and an appreciation of what is important in each field of study.

It is unlikely, even with an advanced class, that more than is contained in the outline will be taught. The minimum objectives provide a guide to the essentials of every course.

Because a content outline is provided, we do not sanction a simplistic expository teaching method. Attempting to have students function on a rote level of learning is not all we want to have occur. The "jug-mug" theory of learning

suggests that knowledge can be poured into the student the same way liquid can be poured from a mug into a jug. Unfortunately, retention studies have shown that knowledge learned only to pass a test or please a teacher is quickly dissipated. However, the "gardener-plant" theory of learning points out that it is the student who does the learning. The teacher can provide the proper climate of praise and encouragement along with enticing activities and experiences. If the conditions are right, learning will take place.

One sometimes hears the analogy of the horse which is led to water but cannot be made to drink. This can be an excuse for the teacher who lacks enthusiasum and insight. The secret, as every horse lover knows, is to make the horse thirsty. When our students thirst for knowledge, learning will take care of itself.

Larry B. Woodruff

Supervisor of Social Science, K-12

SEVENTH GRADE GEOGRAPHY

Time Allotments for Units

First Semester

Unit I - Map and Globe Skills - 8 weeks

Unit II - Weather and Climate - 5 weeks

Unit IV - Topography - 5 weeks

Second Semester

Unit IV - Regional Study of The United States -18 weeks

UNIT I - MAP AND GLOBE SKILLS

CODE	Upon completion of this unit students will be able to:
7.1	explain the purpose of a map legend.
7.2	given a map, locate the eight compass points.
7.3	locate points on a map by using the map's coordinates; e.g., (A3, D1) or (40°N, 75°W)
7.4	tell at least one practical use for each of the following types of maps: a. topographical map b. road map c. population map d. weather map
7.5	given an outline map or globe, label from memory each continent and a minimum of three oceans spelled correctly.
7.6	using a map with a scale, measure the distance between places marked on the map.
7.7	identify the conditions that cause the earth to have night and day.
7.8	given the time of day for one location using either a map or a globe, find the time of day and the day of the week for any other location on earth.
7.9	explain how time zones are set up so that clocks relate to sun time around the world.
7.10	using a map that shows density of population in the world, classify three settled locations as densely populated, three as moderately populated, and three as sparsely populated.
7.11	define the term sphere.
7.12	define the term hemisphere.
7.13	define the term axis.
7.14	explain the term rotation.

7.15 explain the term revolution.

7.16 recognize the position of West Chester in relation to the sun during fall, winter, spring, and summer. Explain how temperature changes in West Chester are influenced by these earth positions.

7.17 list several advantages and disadvantages of maps and globes.

CONTENT OUTLINE

I. Global Concepts

A. Land
1. One-fourth of earth's surface
2. Concentrated in Northern Hemisphere
3. Seven largest areas are continents
   a. Europe — Eurasia
   b. Asia
   c. Africa
   d. Australia
   e. Antarctica
   f. North America
   g. South America

B. Water
1. Three-fourths of the earth's surface
2. Four largest areas are oceans
   a. Pacific
   b. Atlantic
   c. Indian
   d. Arctic

C. Shape of the Earth
1. Sphere
   a. slightly flattened at the poles
   b. total of 360°
2. Hemisphere
   a. one-half sphere
   b. equator divides Northern and Southern
   c. prime meridian divides Eastern and Western
   d. 180° in each hemisphere

D. Earth Movements
1. Rotation
   a. spinning of earth on its axis
   b. causes day and night
   c. one rotation equals twenty-four hours

d. determines time zones
1. twenty-four time zones
2. time zones are 15° of longitude in width
3. International Date Line begins new day

2. Revolution
a. movement of the earth, in its orbit, around the sun
b. one revolution equals one year
c. causes seasons
1. inclination of earth's axis is 23 1/2°
2. migration of sun's rays is 47° each year
a. Tropic of Cancer
b. Tropic of Capricorn
c. Equator
d. Arctic Circle
e. Antarctic Circle
f. summer and winter solstice
g. spring and fall equinox

II. Maps and Globes

A. Globes
1. The only true representation of the earth
2. Advantages of globes
a. correct representation of size, shape, distance and direction
b. easy to find great circle route
3. Disadvantages of globes
a. difficult to handle and store
b. expensive
c. hard to measure distance
d. can only see one-half at a time

B. Maps
1. Flat representation of the earth's surface
2. Advantages of maps
a. easy to use and store
b. can show great detail
3. Disadvantages of maps
a. represent the earth as being flat
b. may show incorrect shape, size or distance
4. Many types of map projections
a. cylindrical group
b. conic group
c. plane group
d. interrupted group
5. Rules for directions differ with map projections
a. cardinal points (north, sourth, east, west)
b. intercardinal points (northeast, southeast, southwest, northwest)

6. Map legend
   a. helps to interpret map
   b. contains symbols and colors
7. Map scale
   a. used to measure distance
   b. ratio of distance on map to actual ground distance
      1. graphic scales
      2. fractional scales
8. Types of maps
   a. political map
      1. shows man made units of the earth
      2. examples: countries, states, counties
   b. physical map
      1. shows natural features of the earth
      2. examples: mountains, plains, seas
   c. topographical map
      1. shows great detail of physical features with contour lines
      2. shows great detail of cultural features with symbols
   d. road map
      1. used for highway travel
      2. shows route numbers and towns
   e. population map
      1. shows concentrations of people
      2. used to classify regions as densely, moderately or sparsely populated
   d. weather map
      1. shows present weather conditions
      2. used to predict future weather conditions

C. Location on Maps and Globes
1. Grid systems
   a. patterns of horizontal and vertical lines used for locating points on the earth
   b. simple grid
      1. uses letters and numbers
      2. examples: A3, D1, F4
      3. often found on road maps
   c. complex grid
      1. uses degrees, minutes and seconds
      2. called latitude and longitude
         a. latitude
            (i) lines used to measure are paralles
            (ii) parallels run east and west
            (iii) distance is measured north and south of Equator
            (iv) range is from 0° at Equator to 90° at the poles
         b. longitude
            (i) measures distance east and west of Prime Meridian

(ii) lines used to measure are called meridians

(iii) meridians meet at the North and South Poles

(iv) meridians are great circles

(v) range from 0° at Prime Meridian to 180° at International Date Line

UNIT II - WEATHER AND CLIMATE

CODE	Upon the completion of this unit students will be able to:
7.18	tell the difference between weather and climate. Tell what atmospheric conditions are characteristic of each.
7.19	contrast the following forms of precipitation: a. rain b. sleet c. hail d. snow
7.20	contrast the following types of storms: a. hurricanes/typhoons b. thunderstorms c. tornadoes
7.21	explain the relationship between temperature, wind, and air pressure.
7.22	explain the relationship between wind belts and ocean movements.
7.23	using the sun's energy and ray angle, identify earth temperature banding by latitude; i.e., (low, middle, high) or (torrid, temperate, frigid)
7.24	demonstrate the ability to use the following weather instruments: a. thermometer b. barometer c. hygrometer
7.25	demonstrate the ability to use climate graphs.
7.26	demonstrate the ability to interpret simple weather maps.
7.27	identify typical characteristics of tropical climate.
7.28	identify typical characteristics of polar climate.

7.29 describe the effects that elevation, latitude, and nearness to water have on temperature.

7.30 explain the water cycle.

7.31 know the rule for naming winds.

7.32 identify at least two weather source areas for the United States.

7.33 identify the following climates:

a. Marine West Coast
b. Mediterranean
c. Steppe
d. Desert
e. Humid subtropical
f. Humid continental

7.34 describe general characteristics of the following climates:

a. Humid continental
b. Humid subtropical
c. Marine West Coast
d. Arid (Steppe - Desert)

7.35 explain how each of the climates listed in 7.33 influence life styles; i.e., (homes, occupations, sports)

CONTENT OUTLINE

I. Weather

A. The conditions of the atmosphere for a short period of time
   1. Temperature
   2. Precipitation
   3. Wind
   4. Air pressure
   5. Humidity

B. Atmosphere
   1. Troposphere
   2. Stratosphere
   3. Ionosphere
   4. Exosphere

C. Weather Instruments
   1. Thermometer
      a. measures temperature

b. Fahrenheit scale
c. Celsius scale

2. Barometer
   a. measures air pressure
   b. mercurial barometer
   c. aneroid barometer
3. Hygrometer
   a. measures humidity
   b. direct reading from dial
   c. often uses human hair
4. Psychrometer
   a. measures humidity
   b. uses wet and dry bulb thermometers
   c. chart needed to calculate humidity and dew point
5. Anemometer
   a. measures wind speed
   b. direct reading from dial
6. Rain gauge
   a. measures melted precipitation
   b. cylinder with scale

D. Water Cycle
1. Evaporation
   a. changing from a liquid to vapor
   b. from land
   c. from water bodies
      1. oceans-main source of atmospheric moisture
   d. from atmosphere
   e. from vegetation
2. Condensation
   a. changing from a vapor to a liquid
   b. result of air cooling to dew point
   c. must have a surface to occur
3. Precipitation
   a. a form of moisture falling from the clouds
   b. rain
      1. most common form of precipitation
      2. drop of water around dust particle
   c. snow
      1. results from water vapor crystallizing directly into a solid
      2. crystallization occurs around dust particle
   d. sleet
      1. raindrops which freeze as they fall to earth
      2. one frozen raindrop
   e. hail
      1. ice pellets consisting of layers
      2. from clouds with strong vertical air currents

E. Clouds
   1. High group
      a. composed of ice crystals
      b. examples: cirrus, cirrostratus, cirro-cumulus
   2. Middle group
      a. composed of water or snow
      b. examples: altocumulus, altostratus
   3. Low group
      a. composed of water or snow
      b. examples: stratus, stratocumulus, nimbostratus
   4. Vertical Development group
      a. extend from low to high levels
      b. contain updrafts and downdrafts
      c. examples: cumulus, cumulonimbus

F. Storms
   1. Thunderstorm
      a. most common of violent storms
      b. require moisture and rising air
      c. thunder and lightning
      d. heavy rainfall
   2. Tornado
      a. small, violent storm
      b. funnel-shaped cloud
      c. several hundred mile-per-hour wind velocity
      d. most common in southern part of Great Plains
      e. called waterspout at sea
   3. Hurricane
      a. large, violent storm
      b. winds must be greater than 74 miles per hour
      c. originate over tropical waters
      d. heavy rainfall
      e. called typhoon near Southeast Asia
      f. called cyclones in Indian Ocean

G. Air Masses
   1. Source regions for the U.S.
      a. Northern Pacific
         1. polar maritime
      b. Canada
         1. polar continental
      c. Atlantic
         1. maritime
      d. Gulf of Mexico
         1. tropical maritime
      e. Central Mexico
         1. tropical continental
      f. Southern Pacific
         1. tropical maritime

2. Pressure cells
    a. caused by uneven heating of the air
    b. high pressure
        1. sinking air
        2. heavy, cool air
        3. clear skies
    c. low pressure
        1. rising air
        2. warm, light air
        3. cloudy skies
3. Fronts
    a. transitional boundaries between air masses
    b. cold front
        1. forward edge of cold air mass
        2. cold edge pushes under warmer air
        3. precipitation often results
        4. cold, clear weather after front passes
    c. warm front
        1. forward edge of warm air mass
        2. prolonged precipitation
    d. occluded front
    e. stationary front
4. Land and sea breezes
    a. near large body of water
    b. different heating and cooling rates for land and water
    c. sea breeze during day
    d. land breeze at night

H. Weather Maps
1. Simple maps found in many newspapers
2. Shows basic weather information for the U.S.
3. Useful to predict future weather conditions

II. Climate
A. The average of weather conditions over a long period of time
B. Latitudinal Belts
1. High latitudes
    a. near the North and South Poles
    b. long, severly cold winters
    c. short, cool summers
2. Middle latitudes
    a. between the high latitudes and the tropics
    b. four seasons
3. Low latitudes
    a. near the Equator
    b. tropical region
    c. always warm
C. Wind Belts
1. caused by uneven heating of air around the earth
2. Forms definite pattern on world wide scale
    a. polar easterlies
    b. westerlies

c. horse latitudes
d. trades
e. doldrums (Equatorial lows)

3. Main cause of ocean currents
4. Winds are named for the direction from which they blow

D. Climatic Controls

1. Latitude
   a. the higher the latitude the colder the temperature
   b. most important of the controls
2. Elevation
   a. the higher a region the colder the temperature
3. Nearness to water
   a. regions close to water have less extreme temperature ranges
4. Ocean currents
5. Prevailing winds

E. Types of Climate

1. Tropical rainforest
   a. warm and wet entire year
2. Tropical savanna
   a. warm temperatures
   b. wet and dry season
3. Steppe
   a. ten to twenty inches of rain per year
4. Desert
   a. less than 10 inches of rainfall per year
5. Mediterranean
   a. hot, dry summers
   b. mild, wet winters
6. Humid subtropical
   a. short, mild winters
   b. long, hot summers
   c. abundant rainfall
7. Marine west coast
   a. mild temperatures
   b. frequent rainfall
8. Humid continental
   a. four seasons
   b. more than twenty inches of rainfall
9. Subarctic
   a. long, severely cold winters
   b. short, cool summers
10. Tundra
   a. mainly along Arctic coast
   b. very short, cool summer
   c. too cold for trees
11. Ice Cap
   a. mainly in Greenland and Antarctica
   b. ice and snow never melt
12. Mountain
   a. conditions depend on elevation

F. Climate Graphs
   1. average monthly temperature
   2. average monthly precipitation
G. Climatic Influences on People
   1. food
   2. homes
   3. clothing
   4. occupations
   5. transportation
   6. recreation

UNIT III - TOPOGRAPHY

CODE	Upon the completion of this unit students will be able to:
7.36	using the following landforms, identify several world areas and their landform patterns: a. Mountain ranges b. Interior plains c. Coastal plain d. Continental shelves
7.37	identify the following physiographic provinces of North America: a. Atlantic/Gulf, Coastal, Plain b. Appalachians c. Interior lowlands d. Great Plains e. Rockies f. Basin/Range region g. Pacific ranges
7.38	compare characteristics of igneous, metamorphic, and sedimentary rock.
7.39	explain the important influence rocks and minerals have on American culture; e.g., (occupations, home types, communications)
7.40	explain the three basic mountain-building forces; i.e., (folding, faulting, volcanism)
7.41	given a physiographic province of North America, explain how life styles are influenced by the province's topography.
7.42	contrast the relief patterns of eastern mountains and central/western mountains.
7.43	explain three basic types of erosional force; i.e., (water, wind, ice)
7.44	differentiate between the stages of glacial action on a land area. The stages are (before, during and after glaciation.)

7.45 identify a drainage basin, including the following terms:

a. divide
b. tributary
c. source
d. mouth
e. direction of flow

CONTENT OUTLINE

I. Landforms
  A. Mountains
    1. Landforms that have very high relief
    2. Grouped into ranges or chains
      a. examples: Himalayas, Andes, Rockies
    3. Tops are called peaks
      a. examples: Mt. Everest, Mt. McKinley
  B. Plateaus
    1. Fairly level landforms which rise sharply above the surrounding land
    2. examples: Bolivian Plateau, Great Basin, Deccan Plateau
  C. Hills
    1. much lower relief than mountains
  D. Plains
    1. Low, flat area
    2. Interior Plains
      a. examples: Western U.S.S.R., Amazon Basin
    3. Coastal Plains
      a. examples: Eastern China, Belgium and Netherlands
  E. Continental Shevles
    1. Submerged part of any continent
      a. examples: off east coast of U.S., North Sea region, East China Sea region

II. Physiographic Regions of North America
  A. Atlantic - Gulf Coastal Plain
    1. Extends from New York to Texas
    2. Low, flat land
    3. Along Atlantic Ocean and Gulf of Mexico
  B. Appalachians
    1. Old, worn-down highland region
    2. Extends from Canada to Alabama
    3. Piedmont
      a. fall line
    4. Ridge and Valley
    5. Appalachian Plateau

C. Interior Lowlands
    1. Extend from Appalachians to Great Plains
    2. Fairly low, flat land

D. Great Plains
    1. Located east of the Rockies
    2. Higher and drier than Interior Lowlands

E. Rockies
    1. Extend from New Mexico to Canada
    2. Young, rugged mountains

F. Basin and Range Region
    1. Extend from Mexico to Canada
    2. Colorado Plateau
    3. Columbia Plateau

G. Pacific Ranges
    1. Located along Pacific Ocean
    2. Sierra Nevadas
        a. Mt. Whitney
    3. Cascades
    4. Alaska Range
        a. Mt. McKinley
    5. Central Valley of California
    6. Puget-Willamette Lowland
    7. Coast Ranges

III. Rocks and Minerals

A. Minerals
    1. Composed of chemical elements that occur in nature
    2. Great economic value
        a. gem minerals
            1. examples: diamonds, rubies, jade
        b. silicious minerals
            1. examples: quartz, feldspar, talc
        c. non-metallic minerals
            1. examples: halite, calcite, sulphur
        d. metallic minerals
            1. examples: gold, silver, galena

B. Sedimentary Rocks
    1. Formed from layers of sediments compressed for long periods of time
    2. Sedimentary rock formation
        a. weathering
        b. erosion
        c. deposition
        d. hardening
    3. Types of sedimentary rocks
        a. shale
            1. forms from clay and mud
        b. limestone
            1. forms from marine organisms

c. sandstone
1. forms from sand deposits
d. conglomerate
1. a mixture of rocks and pebbles cemented together

C. Igneous Rocks
1. Forms from hot, molten magma
a. extrusive rocks
1. form on earth's surface (lava)
2. examples: obsidian, pumice
b. intrusive rocks
1. form below earth's surface
2. examples: granite, gabbro

D. Metamorphic Rocks
1. New rock type created by heat and pressure applied to igneous, sedimentary or other metamorphic rocks
a. marble
1. forms from limestone
b. quartzite
1. forms from sandstone
c. slate
1. forms from shale
d. gneiss
1. forms from almost any rock that has undergone extreme metamorphic heat and pressure

E. Rock and Mineral Influence on American Culture
1. Settlement Patterns
a. gold rush to California and Alaska
b. many mining towns
1. grew rapidly
2. some became ghost towns
2. Occupations
a. mining and quarrying
1. coal in Pennsylvania
2. iron ore in Minnesota
3. granite, marble and slate in New England
3. Building materials
a. local rock used for construction
1. roads
2. buildings
3. bridges

IV. Mountain Building Processes
A. Forces within the earth are constantly pushing some parts to higher elevations
1. Folding
a. forces push the rock layers into ridges and valleys
b. example: Appalachians
2. Faulting
a. A break in the rock layers along which movement has occurred
b. example: Sierra Nevadas

3. Domes
    a. one upfold of earth's crust
    b. example: Black Hills
4. Vulcanism
    a. building of earth by lava flows
    b. example: Hawaiian Islands

B. Mountains of the United States
1. Western mountains are generally young, rugged and high in elevation
    a. examples: Rockies, Cascades, Sierra Nevadas
2. Eastern mountains are generally old, worn-down and low in elevation
    a. example: Appalachians

V. Erosion
A. The natural wearing away of the earth's surface
B. Water erosion
1. Running water carrying away rock and soil depostis
2. most common type of erosion
C. Wind erosion
1. Wind blows away small rock and soil deposits
2. Most common on beaches or arid regions because of lack of vegetation
D. Ice erosion
1. Rock and soil deposits being moved by glaciers
2. Common in high mountains or near North and South Poles
E. Erosion by gravity
1. Landslides

VI. Glaciation
A. Ice and snow build-up caused by more snow falling than melting
B. Alpine glaciers
1. Located in high mountains
2. Weight of glacier causes it to slide down the mountain
3. Glaciers produce various landforms
    a. moraines
    b. U-shaped valleys
    c. fiords
C. Continental glaciers
1. Located in Greenland and Antarctica
2. Covered large parts of North America during Ice Age
    a. drumlins
    b. eskers
    c. moraines
    d. finger lakes

3. Large ice fields
    a. crevasses
    b. ice shelf
    c. iceberg

VII. Drainage Basins
A. Region drained by a river and its tributaries
    1. Divide
        a. ridge of higher land which separates two or more river basins
    2. Continental Divide
        a. located along crest of Rockies
        b. separates Atlantic and Pacific drainage basins
B. River systems
    1. tributary
        a. branch of a river
        b. flows into the main river
    2. source
        a. point where a river begins
    3. mouth
        a. where a river flows into a lake or sea
    4. estuary
        a. a wide, sunken river mouth
    5. direction of flow
        a. rivers drain excess water off the land
        b. always flow from land to sea
    6. delta
        a. land composed of sediments deposited by a river at its mouth

VIII. Topography's Influence on Humans
A. Natural changes
    1. Climate
B. Occupational and Economic Influences
    1. Transportation
    2. Agriculture
    3. Resources
    4. Mining
    5. Quarrying
    6. Lumbering
    7. Manufacturing
    8. Tourism

UNIT IV - REGIONAL STUDY OF THE UNITED STATES

CODE	Upon the completion of this unit students will be able to:
7.46	using two examples explain how parts of the United Sates differ in the following ways: a. climate b. natural resources c. pollution
7.47	explain how life styles are influenced by each of the following landforms: a. mountain ranges b. plains c. coastal zones d. continental shelves
7.48	using a map which shows the density of population in the United States, classify three settled locations as urban, three as suburban, and three as rural.
7.49	show by giving at least two examples how regions are distinguished by climate, landforms, and resources.
7.50	identify the concept and uses of ores.
7.51	exaplin how soils are formed.
7.52	explain the basic needs for manufacturing (labor, raw materials, the consumer, technology, capital, energy)
7.53	contrast the following types of farming: a. truck b. dairy c. poultry d. mixed
7.54	identify forest types, uses, and conservation practices.

7.55 describe the following aspects of the coastal fishing industry:

a. commercial fishing
b. fishing banks
c. international boundries

7.56 contrast different political divisions:

a. national
b. province
c. state
d. county
e. township
f. city
g. borough

7.57 contrast the following types of agriculture:

a. intensive/extensive
b. herding
c. grain farming
d. subsistence/cash crop

7.58 explain the meaning of the term irrigation.

7.59 explain the meaning of the term growing season.

7.60 explain the meaning of the term food processing (canning, freezing, and dehydrating)

7.61 explain the term soil conservation.

7.62 explain the term migrants.

7.63 explain the meaning of commercial center.

7.64 explain the meaning of hinterland.

7.65 explain the meaning of port.

7.66 explain the meaning of megapolis.

7.67 explain the meaning of census.

CONTENT OUTLINE

I. Comparison of U.S. Regions
   A. Climate
      1. Humid continental
      2. Humid subtropical

3. Steppe (semi-arid)
4. Desert (arid)
5. Mediterranean
6. Marine west coast
7. Subarctic
8. Tundra
9. Mountain

B. Natural Resources
1. Land
2. Water
3. Forests
4. Minerals
5. Wildlife

C. Landforms
1. Mountain ranges
a. Appalachians
b. Rockies
c. Cascades
d. Sierra Nevadas
2. Plains
a. Interior Plains
b. Gulf Coastal Plain
c. Atlantic Coastal Plain

D. Pollution
1. Water pollution
a. industrial sources
b. municipal sources
c. agricultural sources
2. Air pollution
a. industrial sources
b. transportational sources
c. domestic sources
3. Noise pollution
a. industrial sources
b. transportational sources

II. Influences of Landforms on Life Styles
A. Life styles can be greatly influenced by physical environment
1. Mountain ranges
a. seldom support large population centers
b. transportation is more difficult
c. common economic activities
1. lumbering
2. mining
3. grazing
4. tourism
d. frequent source of water power
2. Plains
a. frequently support large population centers
b. easy to establish transportation network
c. common economic activities
1. extensive agriculture
2. manufacturing
3. commercial centers

3. Coastal zones
    a. frequently support large population centers
    b. easy to establish transportation network
    c. common economic activities
        1. manufacturing
        2. commercial centers
        3. production of petroleum and gas
        4. tourism
        5. sea related activities
            a. commercial fishing
            b. shipping
            c. ship building
4. Continental Shelves
    a. submerged parts of continent
    b. supports coastal zone population
        1. commercial fishing
        2. tourism
        3. production of petroleum and gas

III. Mineral Ores
A. Rock from which a valuable mineral can be extracted and sold at a profit
    1. Some ores have 5% valuable minerals
    2. Some ores have less than 1% valuable minerals
    3. Examples of ores and uses
        a. copper - used in wire, pipes and electrical products
        b. hematite - used in iron and steel products
        c. uranium - used for atomic energy
        d. galena - lead for batteries and plumbing
        e. bauxite - aluminum products
        f. gold - used for jewelry
B. Mining Ore
    1. Open pit mines
    2. Strip mines
    3. Shaft and tunnel mines
C. Processing Ore
    1. Smelting
    2. refining

IV. Manufacturing
A. Processing of raw materials into useful products
B. Basic needs of manufacturing
    1. Capital
        a. money for buildings and equipment
    2. Technology
        a. knowledge to produce the product
    3. Energy
        a. power to operate the equipment
    4. Labor
        a. workers with skills to operate equipment
    5. Raw Materials
        a. materials necessary to make the product
    6. Consumer
        a. People to buy the product

C. Types of manufacturing
    1. Metals
    2. Automobiles
    3. Petroleum products
    4. Food processing
    5. Chemicals
    6. Electrical products
    7. Textiles

V. Agriculture
A. Influences on agriculture
    1. Landforms
        a. plains
            1. crops
        b. mountains
            1. herding
    2. Climate
        a. length of grow season
            1. limits crops
            2. little effect on animals
        b. precipitation
            1. limits crops and animals
            2. irrigation projects
    3. Soil
        a. influences types of crops
        b. natural fertility
    4. Market
        a. what consumers will buy
        b. price of agricultural product
B. General agricultural patterns
    1. Extensive farming
        a. farming a large number of acres
        b. highly mechanized
        c. lower yields per acre but high total yield
    2. Intensive farming
        a. farming small amount of land
        b. working carefully so every bit of land is used
        c. high yields per acre
    3. Subsistence farming
        a. farm family consumes the food they produce
        b. provides low standard of living
    4. Cash crop farming
        a. growing a crop which will be sold
        b. farmer lives off the sale of crops
C. Types of Agriculture
    1. Herding
        a. grazing animals on range land
        b. most common in western mountains and dry land regions
        c. cattle, sheep and goats
    2. Grain farming
        a. corn
            1. corn and livestock belt
        b. wheat
            1. winter wheat
            2. spring wheat

c. soybeans
d. oats

3. Dairy farming
   a. often located in hilly regions near population centers
   b. common dairy products
      1. milk
      2. cheese
      3. ice cream
      4. butter

4. Poultry farming
   a. laying hens
   b. broilers
   c. turkeys
   d. duck and geese

5. Truck farming
   a. growing vegetables for sale
   b. near large population centers
   c. much hand labor required
      1. migrant workers

6. Mixed farming
   a. often "family farms"
   b. several types of crops and livestock

VI. Soil

A. Mixture of minerals, organic matter, water and air

B. Formation of soils
   1. Weathering causes rocks to break up
   2. Decaying plant and animal matter mixes with rock material
   3. Top soil
   4. Subsoil

C. Types of Soil
   1. Determined by several factors
      a. original rock type
      b. climate
      c. vegetation
      d. drainage
   2. Soil groups
      a. podzolic soils
      b. lateritic soils
      c. chernozemic soils
      d. desert soils
      e. mountain soils

D. Soil Conservation
   1. Effort to keep soil erosion to a minimum
   2. Proper conservation results in increased crop yields
   3. Common conservation practices
      a. contouring
      b. terracing
      c. diversion channels
      d. strip cropping
      e. continual grass cover

VII. Forests
- A. Eastern Forest Regions
  - 1. Northern forest
    - a. Maine to Minnesota
    - b. many conifers
      - 1. examples: white pine, spruce, hemlock
    - c. some hardwoods
      - 1. examples: oak, maple,birch
  - 2. Central Hardwood forest
    - a. New Jersey to Illinois
    - b. many hardwoods
      - 1. examples: oak, walnut, maple
    - c. some conifers
  - 3. Southern forest
    - a. Atlantic and Gulf Coastal Plain
      - 1. many yellow pine
      - w. some hardwoods
- B. Western Forest Regions
  - 1. Rocky Mountain forest
    - a. New Mexico to Canada
    - b. types of trees
      - 1. pines, spruces, firs
  - 2. Pacific Coast forests
    - a. Washington to California
    - b. leading forest region
    - c. Douglas fir - most important lumber tree
    - d. other important trees: pine, spruce, cedar, redwood
- C. Types of Trees
  - 1. Conifers
    - a. cone-bearing trees
    - b. most are evergreens
    - c. most are softwoods
  - 2. Deciduous
    - a. trees which lose their leaves each year
    - b. most are broad-leaved
    - c. most are hardwoods
  - 3. Hardwoods
    - a. most broad-leaved trees
    - b. examples: oak, maple, birch, ash, walnut
  - 4. Softwoods
    - a. most coniferous trees
    - b. examples: pine hemlock, spruce
- D. Forest Conservation
  - 1. State and national forests
    - a. managed by trained personnel
    - b. managed for present and future needs
  - 2. Private forests
    - a. many use long term plans
  - 3. Conservation techniques
    - a. proper cutting techniques
    - b. replanting cut areas
    - c. using all parts of the tree

4. Forest enemies
    a. fire
    b. insects
    c. disease

VIII. Fishing
A. Commercial Fishing methods
1. Trawl nets
a. drag on bottom
2. Ground lines
a. series of lines with baited hooks
3. Seine nets
a. large nets pulled through the water
4. Gill nets
a. floating net which limits size of fish
5. Net scoop
a. for oysters and clams
6. Lobster traps
B. Fishing Areas
1. Limited to continental shelf
a. Grand Banks
1. underwater plateau
2. many fin fish
b. Gulf of Mexico
1. shrimp
c. Pacific Northwest
1. salmon
d. Southern California
1. tuna
e. Large bays
1. Chesapeake, Delaware, Puget Sound
2. shellfish
C. Fishing Boundaries
1. Oceans are open for international fishing
2. Countries set specific off-coast fishing limits
3. Some fishing fleets roam the world

IX. Food Processing
A. Preparing food products for consumer purchase
1. Fresh foods
a. cleaning and packaging
b. quick sale
c. frequently requires refrigeration
2. Canning
a. preserve food for long periods
b. seasonal operation
c. common method for fruits and vegetables
3. Freezing
a. common for meats, fruits, vegetables
b. rapid processing of fresh product
4. Dehydrating
a. preserve food by drying
b. fruits are most common
1. grapes (raisins)
2. plums (prunes)

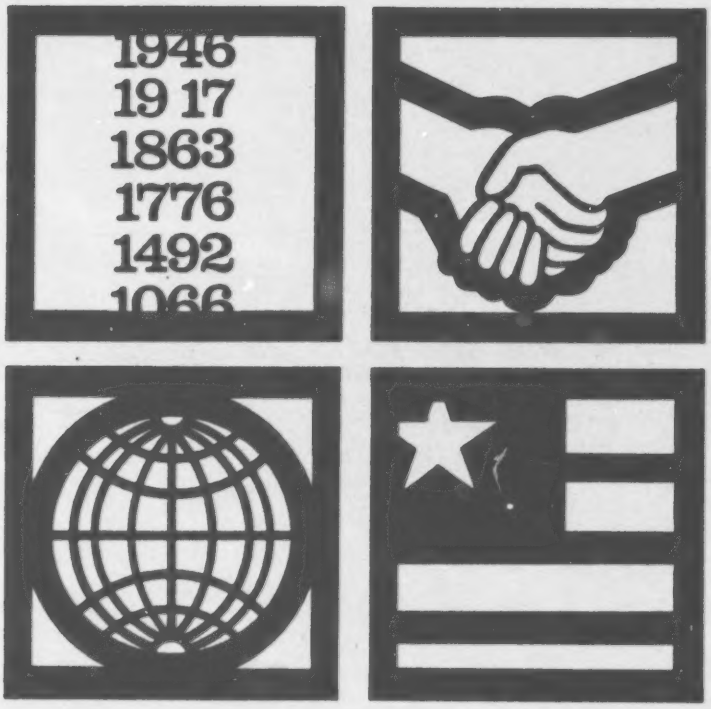
B. Meat Packing
    1. Animal
    2. Poultry

X. Population Patterns
    A. Census
        1. official population statistics compiled by federal government every ten years
    B. Rural Populations
        1. Land is supporting a sparse population
        2. Small towns and villages
        3. Farm land
        4. Forest land
        5. Mountainous land
        6. Arid land
    C. Suburban Populations
        1. Land is supporting a moderate population
        2. Located on fringe of urban centers
        3. Manufacturing and commercial occupations support many of the people
    D. Urban Population
        1. Land supports a dense population
        2. Large cities
        3. Usually located on plains
        4. Requires many manufacturing and commercial occupations to support population.
    E. Megalopolis
        1. Densely populated region from Boston to Washington
        2. Contains several large metropolitan areas
            a. Boston
            b. New York
            c. Philadelphia
            d. Washington
            e. Baltimore
    F. Commercial Center
        1. City with a great amount of trade
            a. wholesale trade
            b. retail trade
        2. Requires good transportation network
            a. harbor
            b. rail terminal
            c. highways
            d. airport
        3. Requires good communication network
    G. Ports
        1. Center for water transportation
        2. Requirements for a port
            a. natural or man made harbor
            b. dock facilities
            c. navigable channel
            d. transportation to the hinterland
            e. hinterland

1. land area around a harbor
2. provides products and materials for export
3. may provide market for imports

XI. Political Divisions
A. Land areas are divided into a hierarchy of governmental units
1. Country
a. largest political unit
2. State
a. subdivision of a country (in U.S.)
3. Province
a. subdivision of a country (in Canada)
4. County
a. subdivision of a state
5. Township
a. subdivision of a county
6. City
a. urban political unit
b. boundary and government are defined in a charter
7. Borough
a. incorporated town

AMERICAN HISTORY



EIGHTH GRADE

SOCIAL SCIENCE

West Chester Area School District

DEDICATION

This instructional guide and the others which comprise the secondary social science curriculum are dedicated to Robert B. McCarter.

Dr. McCarter has supported the development of the social science curriculum in the positions of principal, Director of Secondary Education, and Director of Instruction. During the post-World War II era our curriculum has undergone two major periods of revision. During the 1950's and 1960's, Dr. McCarter served as Chairman of the University of Pennsylvania Study Council B Social Studies Curriculum Committee. During this period the first articulated curriculum guides were developed for grades 7-12. These guides were published by the University of Pennsylvania and used by a consortium of school districts in Eastern Pennsylvania.

During the 1970's these original guides were updated and cast in a systems model with precise instructional objectives. Overlapping of content was eliminated and teacher-tested guides have been published in a three-ring notebook format.

Dr. McCarter's contributions to social education have gone beyond support for curriculum development. He has involved the school district in a variety of community civic and historical projects. He has served as a model of a dedicated and judicious educational leader.

The social science department salutes Dr. McCarter on the occasion of his retirement. It has been our pleasure to work with this dedicated leader.

ACKNOWLEDGEMENTS

The content outline was prepared by Mrs. Jean Heile and Mrs. Elizabeth Byers. The objectives were written by Mrs. Jean Heile.

Other teachers of this course who contributed suggestions for improvement are Mr. David Shaw, Mr. James Nee, Mr. Edward Carpenter, Mr. William Latimer, Mr. David Kenny and Mr. Brooks Morris.

PREFACE

This course is the first in a two course sequence in American history. The eleventh grade course traces the period from the end of the Civil War Era to the present. This course covers the period of earliest history through the Reconstruction Era.

Common to the organization of both courses is an interdisciplinary format which draws on concepts from geography, political science and economics, as well as history. Both courses examine American history from a chronological point of view.

Students are encouraged to identify the major trends in American history as well as the key personalities and events. There is an appropriate emphasis on the experiences of minority groups and role of women in the American past. An appreciation for our rich heritage and pride in our country's accomplishments are major goals.

This course begins with a study of America's cultural plurality emphasizing the important contributions of many ethnic and national groups and concludes with the end of Reconstruction in 1877.

This course builds on the geographic background provided in the seventh grade. The study of United States regional geography provides the stage on which the drama of America's past is acted out.

INTRODUCTION

This course is part of a carefully organized social science learning continuum which orginates in first grade and culminates during the senior year of high school. In the elementary grades the program consists of a series of units. Beginning at the middle school level a year-long course is required. The secondary social science curriculum is sequenced as follows:

Middle School

Grade 6 -	American Neighbors
Grade 7 -	Geography
Grade 8 -	American History

High School

Grade 9 -	Cultures of the Non-Western World
Grade 10 -	Cultures of the Western World
Grade 11 -	American History
Grade 12 -	Government and Economics

In addition to the required curriculum the opportunity exists to take elective courses in social science at both the middle school and high school levels.

The social science curriculum is articulated with the aim of providing students with a comprehensive understanding of man and his world. There are three world cultures courses which provide a global point of view.

The commonality of the human experience is presented along with the reality of increasing world interdependency. Complementing the global focus is the study of American history and institutions.

The secondary curriculum is evenly divided between three world cultures courses and three American studies courses. The seventh course - geography - provides the setting for both areas of emphasis.

Among the critics of social education are those who would see the curriculum devoted extensively to American history. Opposed to this stance are those who would greatly emphasize the idea of the "global village". Our curriculum strikes a balance between these two extremes. The following illustrates this balance:

I. World Studies
   - A. American Neighbors - Grade 6
     1. Latin America
     2. Canada
   - B. Non-Western World - Grade 9
     1. Africa and the Middle East
     2. China and Japan
     3. India and S.E. Asia
   - C. Western World - Grade 10
     1. Europe
     2. U.S.S.R.

II. American Studies
   - A. American history - Grade 8
     1. Beginnings to 1877
   - B. American history - Grade 11
     1. 1877 to the present

II. American Studies (cont'd)

C. Government and Economics - Grade 12

1. Local, state and national government

2. American economic system

III. Geographic Studies

A. Geography - Grade 7

1. Semester devoted to basic concepts

2. Semester on Regions of the United States

The instructional guide for each course contains three basic components.

Time Allocations for Units

A chart is included in each guide which indicates the number of weeks to be spent on each unit. It is, of course, possible to spend much more time than is indicated. This option is not open to the teacher. Careful thought and group consensus have been used to determine the time allocations. Sometimes an undue emphasis will be placed on certain units at the expense of others. This has led to the familiar student complaint, for example in American history, that "we never got past World War II". Our curriculum attempts to give a comprehensive and well-balanced program of study. Failure to follow the time allocations will lead to shortchanging students of part of their basic education.

Instructional Objectives

Every unit contained in an instructional guide is accompanied by a set of minimal objectives. These objectives serve as the skeleton of every course. The goal of social science instruction is to have every student learn these objectives.

The minimal objectives provide the essential learnings of every course. Every fact, concept, or understanding contained in the content outline is not equal in terms of value. These objectives have been written and revised by the teachers of every course to provide the basic building blocks of learning.

The systematic testing program is referenced to these objectives. It will soon be possible to monitor the ability of all students as they progress through the social science learning continuum. Our locally produced, objectives-referenced

achievement tests will provide useful information for students and teachers.

Each teacher has the option of creating objectives for advanced students as required. Most of the minimal objectives fall in the knowledge and comprehension categories in Bloom's taxonomy of cognitive objectives. A small percentage may be classified at the higher levels of application and analysis.

All of the minimal objectives for grades 1 - 12 are compiled in a companion document, the Social Science Objectives Continuum, which is updated biannually. Some of the objectives of the social science curriculum are such that they can not be assigned to a particular unit. These objectives refer to skills which are acquired over time. Examples are research skills, critical thinking skills, and values. These objectives are listed in the Social Science Objectives Continuum. They need to be implemented in a coordinated manner by all the teachers at the middle school and high school level.

Content Outline

The content outline provided in each instructional guide is a blueprint for teaching. It is not intended to be an exhaustive and scholarly document. This outline identifies what is a reasonable course of study at a particular grade level. The content outlines for every course have been developed by teachers with long experience and an appreciation of what is important in each field of study.

It is unlikely, even with an advanced class, that more than is contained in the outline will be taught. The minimum objectives provide a guide to the essentials of every course.

Because a content outline is provided, we do not sanction a simplistic expository teaching method. Attempting to have students function on a rote level of learning is not all we want to have occur. The "jug-mug" theory of learning

suggests that knowledge can be poured into the student the same way liquid can be poured from a mug into a jug. Unfortunately, retention studies have shown that knowledge learned only to pass a test or please a teacher is quickly dissipated. However, the "gardener-plant" theory of learning points out that it is the student who does the learning. The teacher can provide the proper climate of praise and encouragement along with enticing activities and experiences. If the conditions are right, learning will take place.

One sometimes hears the analogy of the horse which is led to water but cannot be made to drink. This can be an excuse for the teacher who lacks enthusiasum and insight. The secret, as every horse lover knows, is to make the horse thirsty. When our students thirst for knowledge, learning will take care of itself.

Larry B. Woodruff

Supervisor of Social Science, K-12

EIGHTH GRADE AMERICAN HISTORY

Time Allotments for Units

First Semester

Unit I - America's Cultural Plurality - 4 weeks

Unit II - The First Americans - 2 weeks

Unit III - Colonial America - 4 weeks

Unit IV - The American Revolution - 5 weeks

Optional Time - 3 weeks

Second Semester

Unit V - Democratic Government - 4 weeks

Unit VI - Westward Expansion - 4 weeks

Unit VII - The Civil War Era - 6 weeks

Optional Time - 4 weeks

EIGHTH GRADE AMERICAN HISTORY

TEXT - UNIT CORRELATION

Unit I America's Cultural Plurality

Chapter 24: Immigrants to the United States
Chapter 25: What is an American?
Chapter 26: Civil Rights for all Americans

Unit II The First Americans

Chapter 2: Journey by Land: The First Americans

Unit III Colonial America

Chapter 5: New World Empires
Chapter 7: Life in Colonial America

Unit IV The American Revolution

Chapter 8: The American Revolution

Unit V Democratic Government

Chapter 9: Creating A Government
Chapter 10: The Growth of Democracy

Unit VI Westward Expansion

Chapter 11: The Frontier and Free Seas
Chapter 12: Westward to the Mississippi
Chapter 13: Spanning the Continent

Unit VII The Civil War Era

Chapter 14: A Dividing America
Chapter 15: Ordeal by Fire
Chapter 16: Reconstructing the South

*Chapters are found in Man in America, Silver Burdett, 1974 or Let Freedom Ring, 1977 revised edition.

Unit I - America's Cultural Plurality

Code	Upon the completion of this unit, students will be able to
8.1	compare and contrast ghetto and slum.
8.2	Classify reasons why people immigrated to the United States under the following headings: Economic, Political, Social, Religious.
8.3	Identify the following terms: "Melting Pot," "Salad Bowl," Stereotype, Race, Minority Group.
8.4	Describe the plight in terms of social exclusion, economic oppression, and political powerlessness of Blacks, Spanish-speaking Americans, Indians, and women and cite examples of actions being taken to improve each group's position in American society.
8.5	Identify the following terms: Civil Rights, NAACP, Brown vs. Board of Education, Migrant Workers, Nisei.
8.6	List areas where the rights of Mexican-Americans and Puerto Ricans have been or are being denied.
8.7	Compare the ideologies of Martin Luther King and Black Power militants during the 1960's.

Content Outline

A. Immigrants to the United States

1. American Policy

    a. restrictions in 1882
    b. literacy test

        1) vetoed laws
        2) 1917 law

    c. quota system
    d. changes in policy

        1) refugees
        2) McCarran - Walter Law - 1952

B. People Who Came

1. Reasons for coming
2. Immigrants

    a. Germans
    b. Italians
    c. British
    d. Austria- Hungarians
    e. Polish

f. Russians
g. Scandinavians
h. Canadians
i. Mexicans
j. West Indians
k. Puerto Ricans
l. Cubans
m. Asians

C. Definitions of an American

1. Theories

a. Melting Pot

1) Creuecoeur
2) Herman Melville

b. Salad Bowl

1) Walt Whitman
2) Louis Adamic

2. American Nativism

a. Native American Party

1) purpose
2) meaning

b. The American Protective Association
c. Klu Klux Klan (origins covered in Unit VII)

1) revival
2) purpose

d. Religion in Politics

1) election of 1928
2) election of 1960

e. Organized Groups for Tolerance

1) B'nai B'rith
2) Anti-Defamation League
3) National Conference of Christians and Jews
4) Knights of Columbus

3. Minority Groups in the United States

a. Races

1) Caucasoid
2) Mongoloid
3) Negroid

b. Minorities in the United States

1) Definitions
2) Problems of Minorities

a. social exclusion
b. economic oppression
c. political powerlessness

3. Indians

   a) Dawes Act
   b) Burke Act
   c) Indian Reorganization Act of 1934
   d) Present Indian Affairs

4. Spanish-speaking Minorities

   a) Mexican Americans
   b) Cubans
   c) Filipinos

5. Women

   a) problems
   b) achievements

4. Civil Rights for All Americans

   a. Rights of Americans

      1) personal liberty
      2) amendments to the constitution (Bill of Rights)

   b. Civil Rights for Black Americans

      1) Civil Rights Act of 1873
      2) Plessy vs. Ferguson
      3) Brown vs. Board of Education of Topeka
      4) Black leaders

         a) Booker T. Washington
         b) W.E.B. Du Bois

      5) N.A.A.C.P.
      6) Mobility of Blacks

         a) Exodus of 1879 (from the south)
         b) Blacks in cities

      7) History of the Civil Rights Movement (1955-1972

         a) M.L. King, Jr.
         b) Black Militants

   c. Civil Rights for Mexican Americans

      1) Viva Kennedy movement
      2) Mexican-American protests
      3) gains in civil rights

   d. Civil Rights for Japanese-Americans

      1) aftermath of Pearl Harbor
      2) relocation centers
      3) congressional amends

         a) Public Law 886-1948
         b) additional payments to Japanese

Unit II - The First Americans

Code	Upon the completion of this unit, the students will be able to
8.8	Identify the following terms: prehistoric, archaeologist, culture, stratification.
8.9	Demonstrate an understanding of the relationship of environment to culture by writing a paragraph showing how the life-styles of selected tribes were influenced by their environment.
8.10	Demonstrate an understanding of environmental adaptation by selecting two of the tribes studied and writing about how the life-style of each tribe evidenced adaptation.
8.11	Given an outline map of the United States label the major native American cultural areas.

Content Outline

A. Origins of "Prehistoric" Man

1. Theories of "how" and "why"
    a. by boat
    b. by foot
    c. for food
2. Determining "when"
    a. Ice Age
    b. Carbon-dating
        1) radio carbon
        2) up to 50,000 years
    c. Stratification
3. Evidence
    a. Santa Rosa Island
    b. Folsom, New Mexico
    c. Fills Cave, South America
    d. Ft. Collins, Colorado
4. Mounds
    a. Thomas Jefferson
        1) theories

B. Culture of "Historic" Indians

1. Numbers and locations
    a. demographers
    b. Concentration of Indian population (bar graph)

2. Craftsmen and Builders

   a. varied

      1) gold and silver
      2) copper
      3) shell craft
      4) pueblos

3. Contacts

   a. Adena
   b. Ottawa
   c. Tsimshian

4. Representative Indian Cultures

   a. Southeastern Indians

      1) geographical location (environment)

         (a) food
         (b) clothing
         (c) shelter
         (d) religion
         (e) other

   b. Iroquois Indians

      1) geographical location (environment)

         (a) food
         (b) clothing
         (c) shelter
         (d) religion
         (e) other

   c. Western Plains Indians

      1) geographical location (environment)

         (a) food
         (b) clothing
         (c) shelter
         (d) religion
         (e) other

   d. Southwestern Indians

      1) geographical location (environment)

         (a) food
         (b) clothing
         (c) shelter
         (d) religion
         (e) other

   e. Pacific Northwestern Indians

      1) geographical location (environment)

         (a) food
         (b) clothing
         (c) shelter
         (d) religion
         (e) other

Unit III - Colonial America

Code	Upon the completion of this unit, students will be able to
8.12	Identify and contrast primary and secondary sources.
8.13	Briefly outline the founding of Jamestown and Plymouth.
8.14	Identify the values which the Puritans esteemed and describe their attitude toward religious toleration in Massachusetts.
8.15	Identify the following terms: House of Burgesses, Mayflower Compact, Charter, Indentured servant, Slavery.
8.16	Indicate on an outline map the territorial changes that took place as a result of the French and Indian War.

Content Outline

A. Background for Colonization
   1. Spanish claims
      a. South and Central America
      b. Southwestern portion of North America
      c. Florida and southern Mississippi River Valley
   2. French Claims
      a. St. Lawrence River Valley
      b. Mississippi River Valley
   3. Dutch Claims
      a. Hudson River Valley
      b. New Amsterdam
   4. English Claims
      a. Newfoundland
      b. East coast of North America

B. England's claim in the New World
   1. John Cabot
      a. 1497
      b. Explored from Newfoundland south
   2. Defeat of Spanish Armada
      a. English-Spanish rivalry
      b. England rules the seas

C. Establishing England's Colonies

1. Proprietary

a. principle
b. problems
c. attempts
d. charter

2. Trading Companies

a. principle of joint stock company
b. advantages
c. attempts
d. charter

D. Settlement of Southern Colonies

1. Unsuccessful

a. Roanoke Island, 1585

1) Sir Walter Raleigh, proprietor
2) failure
3) inadequate supplies
4) settlers lacked experience

2. Successful

a. Jamestown, 1607

1) London Company receives charter, James I
2) John Smith organizes colony
3) Transformation

(a) tobacco becomes money crop
(b) 1619 House of Burgesses
(c) 1619 ship arrives with "indentured" Africans
(d) Royal colony

3. Additional Southern Colonies

a. North Carolina, 1660
b. South Carolina, 1670
c. Georgia, 1733

1) Haven for debtors
2) Buffer against Spanish colonies

4. Land Ownership

a. Plantation system

1) self-sufficiency
2) tobacco, indigo, rice
3) labor

(a) indentured servants (additional coverage in text, pp. 105-110)
(b) slaves

5. Religion

   a. Beliefs and practices of Anglican Church
   b. Anglican Church became Church of Virginia

6. Government

   a. County system
   b. Less control over local affairs than New England

E. New England Colonies

1. Religious dissentors from England

   a. Pilgrims

      1) Plymouth Plantation
      2) Separatists
      3) Mayflower

         (a) "Mayflower Compact" - rule by the majority

   b. Puritans

      1) wished to "purify" Church of England
      2) Massachusetts Bay colony
      3) Religion became way of life
      4) Tolerance only for Puritans
      5) Eventually absorb Pilgrims
      6) Salem 1626, Boston 1630
      7) Establishment of Free Education
      8) Establish first college - Harvard

2. Puritan dissenters establish new colonies

   a. Connecticut - Thomas Hooker
   b. Rhode Island -Roger Williams
   c. New Hampshire

3. Indians and colonists

   a. King Philip's War

      1) Wampanoag hostility
      2) result
      3) stereotyping

4. Religion

   a. Religion was center of life
   b. Congregational Church claimed the allegiance of majority

5. Government

   a. town system
   b. strongest unit of local government in colonies

6. Land Ownership

   a. small farms
   b. individual ownership of fields, pastures, etc.

F. Middle Colonies

1. Pennsylvania 1681

a. William Penn established a Proprietorship
b. Grant of land in payment of a debt
c. "Holy Experiment"

1) refuge for Quakers
2) Tolerant of other religions
3) Welsh, Scottish, German immigrants
4) Democratic Ideals

2. Additional Middle Colonies

a. Maryland, 1634
b. Delaware, 1638
c. New Jersey, 1640
d. New York, 1664

3. Land Ownership

a. small farms in Pennsylvania and New York
b. Large estates along the Hudson

(1) Patroonship
(2) Proprietors - Patroons
(3) Dated to the period of Dutch control

4. Religion

a. Pennsylvania had the greatest variety

(1) "Quakers" or Society of Friends
(2) German Protestants
(3) Moravians
(4) Brethren
(5) Mennonites
(6) Scotch-Irish Presybterians

b. Maryland

(1) Roman Catholics were numerous
(2) Lord Calvert established Maryland as a refuge

c. New York

(1) Jews, 1650
(2) Settlement in New York City

5. Government

a. mixture

(1) town
(2) county

G. Colonial Life

1. Food

a. basic foodstuffs from the farm

(1) eggs, butter
(2) flax, wool

b. Animals were a source of food and by-products

(1) hides - leather
(2) tallow - candles

2. Transportation

a. Rivers

(1) best means of transportation

b. Roads

(1) slow - gravel surfaced turnpike
(2) stage coach travel

3. Slavery in the Colonies

a. Each colony passed laws

(1) 1641 Massachusetts legally recognized
(2) 1660 Virginia and Maryland passed laws concerning slaves
(3) 1663 Carolinas offered land bonus for purchased slaves

b. Obtaining Slaves

(1) Trading posts or factories
(2) Crowded on ships in chains (middle passage)

c. Slave Resistance

(1) Many slaves ran away
(2) 1663 revolt in Virginia
(3) other attempts 1741, 1712

d. Slavery not profitable in North

e. Plantations were labor intensive

H. English-French Rivalry in Colonial America

1. Economic, political, religious differences
2. Series of four Wars

a. King Williams 1689-1697
b. Queen Anne's 1702-1713
c. King George's 1744-1748
d. French and Indian War 1754-1763

(1) Conflicting claims
(2) General course of the war
(3) Treaty of Paris
(4) Results of the War

(English-French conflict is covered in the chapter on the American Revolution.)

Unit IV - The American Revolution

Code	Upon the completion of this unit students will be able to
8.17	Place the following events in chronological order: Proclamation of 1763, Stamp Act, Boston Massacre, Townshend Acts, Boston Tea Party, First Continental Congress, Battle of Lexington, Declaration of Independence.
8.18	Identify the following terms: Sons of Liberty, Loyalists, Samuel Adams, Patrick Henry, Committees of Correspondence.
8.19	Clarify their values in relation to the principles contained in the Declaration of Independence by answering the following questions: a. Are all men created equal? b. Do all men have unalienable rights? c. Does governmental power come from the consent of the governed? d. Do the people have the right to change their government?
8.20	Indicate on an outline map the territorial changes which took place as a result of the Revolution.

Content Outline

A. The Revolutionary War

1. Precipitating Causes

a. Mercantilism

(1) economic philosophy

(a) colonies exist for the benefit of the mother country

(2) acts of trade

(a) forbade manufacture or export of specific items except to England

b. The Grenille Legislation

(1) British army to be quartered in America
(2) America to be taxed for partial support of the army
(3) Proclamation Line of 1763

c. Stamp Act (1765)

(1) principle
(2) opposition

(a) Sons of Liberty

(3) "No Taxation Without Representation"

(a) Patrick Henry

(4) Stamp Act Congress
(5) Repeal of the Stamp Act

d. Townshend Acts (1767)

(1) principle (external instead of internal)
(2) resistance
(3) Boston Massacre

(a) Role of Sam Adams and Sons of Liberty
(b) Committees of Correspondence

(4) Repeal of Acts except tea tax
(5) Boston Tea Party

(a) Intolerable Acts

2. The First Continental Congress

(a) Met in Carpenter's Hall, Philadelphia
(b) American Association for non-importation of British goods

3. Steps toward Independence

(a) Lexington and Concord

(1) Paul Revere
(2) William Dawes
(3) Samuel Adams
(4) John Hancock
(5) Thomas Gage

(b) Bunker Hill

(c) Ticonderoga

(d) The Second Continental Congress

(1) The Continental Army
(2) George Washington takes command
(3) Financing the war

(e) Thomas Paine

(1) "Common Sense"
(2) "The Crisis"

(f) The Declaration of Independence

(1) Political principles
(2) Unifying force
(3) Role of Thomas Jefferson
(4) John Hancock
(5) Richard Henry Lee

4. War for Independence

a. The War in New England

(1) The British evacuate Boston

b. The War in the Middle Atlantic colonies

(1) The Capture of New York
(2) Victory at Trenton
(3) The Battle of Saratoga

(a) Turning point of the War

(4) Battle of the Brandywine

(5) Battle of Germantown

(6) Valley Forge

(a) George Washington
(b) Baron von Steuben
(c) Lafayette

c. War on the Sea

d. War on the Frontier

(1) George Rogers Clark

(a) Ft. Pitt
(b) Vincennes

e. War in the South

(1) King's Mountain
(2) Conpens
(3) Guerilla Warfare

f. The Surrender of the British

(1) Yorktown
(2) British - Clinton, Cornwallis
(3) American - Washington, Lafayette
(4) French fleet under Admiral de Grasse

g. Results of the War

(1) Treaty of Paris, 1783

(a) terms

(2) Problems facing the new nation

Unit V - Democratic Government

Code	Upon the completion of this unit students will be able to
8.21	List the strengths and weaknesses of the Articles of Confederation.
8.22	Compare the following forms of government: democracy, republic, monarchy.
8.23	Identify the following terms: Shay's Rebellion, Virginia Plan, New Jersey Plan, Connecticut Compromise, Checks and Balances.
8.24	Given five false statements about the Constitution rewrite each statement so that they are true.
8.25	List and describe three events that show that government under the Constitution was an improvement over government under the Articles of Confederation.
8.26	Describe a difference between the Federalists and the Democratic-Republicans.
8.27	Distinguish between the methods of election of George Washington and Andrew Jackson by describing the way in which each was selected.
8.28	Identify the following terms: Political Party, Bill of Rights, Political Convention, "Spoils System," Franchise.

Content Outline

A. Creating a Government

(1) Articles of Confederation

a. powers
b. weaknesses
c. failure
d. accomplishments

(1) Land Ordinance, 1785 (additional coverage in Unit VI)
(2) Northwest Ordinance, 1787

(2) Pre-Constitutional Conferences

a. Mount Vernon Conference
b. Annapolis Convention

(3) Constitutional Convention

a. delegates
b. decisions made

(1) secrecy
(2) write a new constitution

c. Agreements

(1) levy taxes
(2) provide for national defense
(3) regulate trade
(4) coin money
(5) borrow money
(6) enforce laws
(7) a federal system

d. Compromises made

(1) Great Compromise
(2) Three-fifths Compromise
(3) Commerce Compromise

e. System of Checks and Balances

f. Winning Approval

(1) Anti-federalists
(2) Federalists

(a) "Federalist Papers"
(b) Hamilton's views

4. Constitution

a. Congress

(1) qualifications of members
(2) terms
(3) powers
(4) sole powers

b. President

(1) qualifications
(2) powers and duties
(3) term of office

c. Supreme Court

(1) members
(2) powers

d. Remaining articles

e. Amendments

(1) Bill of Rights
(2) 11 - 26

B. The Growth of Democracy

1. Washington's Administration

a. election
b. inaugration
c. Washington's qualifications
d. major tasks

(1) Bill of Rights
(2) Raising money
(3) Setting up a federal court
(4) Cabinet

(a) positions
(b) members

e. Beginning of Political Parties

(1) Hamilton's views
(2) Jefferson's views

f. Establishing Government's Power

(1) tariff
(2) excise tax (Whiskey Rebellion)

2. John Adam's Administration

a. election of 1796
b. unpopular Federalist Laws

(1) naturalization Act
(2) Alien Act
(3) Sedition Act

3. Thomas Jefferson's Administration

a. election of 1800
b. death of Caucus System
c. extending the right to vote

4. Andrew Jackson's Administration (Jacksonian Period)

a. Kitchen cabinet
b. spoils system
c. Indian Removal Bill
d. anti-slavery movement

(1) Walker's Appeal
(2) The Liberator

Unit VI - Westward Expansion

Code	Upon the completion of this unit students will be able to
8.29	Trace on an outline map of the United States the route of the Lewis and Clark Expedition.
8.30	Identify the following terms: expansion, wilderness road, public domain, Battle of Fallen Timbers, Louisiana Purchase.
8.31	Describe the events leading to the annexation of Texas.
8.32	Describe the impact of the frontier experience on American society.
8.33	Express an opinion concerning the role the United States played in the Mexican War.
8.34	Identify the following terms: James K. Polk, John C. Fremont, Gadsden Purchase, "Forty-Niners."
8.35	Given an outline map of the United States, identify the areas of territorial expansion by matching them with their names.

Content Outline

A. Louisiana Purchase
   1. Reasons for purchase
   2. problems involved
      a. constitutionality of purchase
      b. cost
   3. territory acquired
   4. exploration
      a. Lewis & Clark
      b. Pike

B. Indian Problems
   1. Tecumseh resists
   2. Tippecanoe Battle

C. Conflict on the Atlantic
   1. Causes of the War
      a. Battle of Tippecanoe
      b. Impressment of American Seamen
      c. Seizure of American ships
      d. Desire for Canada (War Hawks)
   2. War of 1812
      a. British offensive
      b. Important Battles
      c. Treaty of Ghent

D. Westward to the Mississippi

1. Reasons for settlement
2. Routes
3. Pioneer Life

(a) homes
(b) spirit of cooperation
(c) development of democracy
(d) experimental settlements

(1) Robert Owen
(2) New Harmony, Indiana

(e) inventions

(1) plow
(2) reapers

(f) transportation

(1) roads
(2) canals
(3) steamboats
(4) railroads

(g) population

(1) immigrants
(2) census

E. Acquisition of Florida

1. Problems with territory
2. purchase

F. Manifest Destiny (Polk's Administration)

1. Oregon - a land of Promise

a. early history
b. dispute over boundary
c. Treaty of 1846

2. Texas

a. Treaty of 1819
b. "Texas fever"
c. war for independence
d. problems of annexation
e. election of 1844

3. Mexican War

a. causes
b. border incidents
c. military strategy
d. Treaty of Guadlupe - Hidalgo

4. Gadsden Purchase

a. John Gadsden
b. Purchase

G. Gold Rush

1. Sutters Mill
2. Forty-Niners

   a. means of travel to California
   b. problems in mining

Unit VII - The Civil War Era

Code	Upon the completion of this unit students will be able to
8.36	Identify the following terms: Industrial Revolution, Textiles, Cotton gin, Missouri Compromise, Abolitionist, Underground Railroad, Republican Party, John Brown, Ulysses S. Grant, Appomattox, Draft, Emancipation Proclamation.
8.37	Explain the meaning of the term "Peculiar Institution" by a written theme or oral presentation, which categorizes the arguments, both pro and con, and justifies one.
8.38	Answer in writing the question, "Can compromise be made on an immoral problem?" by comparing the slavery issue with a contemporary problem and drawing a conclusion.
8.39	Answer the question, "Was the Civil War inevitable?" by giving specific evidence to substantiate a point of view.
8.40	Describe some civilian reactions to the draft and to the war itself.
8.41	Distinguish between the reconstruction plans of Lincoln and Johnston and those of the Radical Republicans by use of a chart.
8.42	Compare and contrast President Andrew Johnson's problems that led to impeachment with those of President Nixon and explain the differences between the two cases.
8.43	Identify the following terms: Reconstruction, "with malice toward none," impeachment, carpetbaggers and scalawags, Klu Klux Klan, separate but equal.

Content Outline

A. Sectionalism Develops
   1. Manufacturing in the Northeast
      a. factory system
         (1) begins in England
         (2) Samuel Slater
            (a) textile mills
         (3) "machines breed more machines"
            (a) North becomes industrial
   2. Cotton Culture develops in the South
      a. Eli Whitney
         (1) cotton gin
            (a) produces a "one crop" economy
            (b) demand for slaves increases

b. "Peculiar Institution"

(1) major difference between North and South
(2) moral and economic arguments

B. Points of Sectional Conflict

1. Missouri Compromise

a. issues involved
b. provisions

2. Compromise of 1850

a. issues involved
b. provisions
c. failure

3. Abolitionist Movement

a. early movement
b. leaders

(1) William Lloyd Garrison - "Liberator"

c. underground railroad

(1) Harriett Tubman
(2) after 1850
(3) Routes

4. Tariff

5. Internal Improvements

6. "Uncle Tom's Cabin"

7. Kansas-Nebraska Act

a. Stephen A. Douglas
b. provisions
c. results

(1) "Bleeding Kansas"
(2) John Brown and bloodshed
(3) popular sovereignty fails
(4) effect on the Missouri Compromise

8. Dred Scott Case

a. History
b. Decision
c. Effect on the Missouri Compromise

9. John Brown's Raid

a. cause
b. results

10. Lincoln - Douglas Debates

a. issues
b. results

11. Election of 1860

a. parties - Republican, Democrat, Constitutional Union

(1) candidates
(2) platforms

b. Lincoln's Victory

(1) Reaction in the South

C. The Nation Divides

1. Sucession

a. South Carolina leads
b. Other states immediately follow
c. Formation of Confederate States of America

(1) President
(2) Final "line-up" of Southern States

D. Civil War

1. War begins

a. fall of Ft. Sumter
b. Lincoln calls for volunteers

2. Strengths and Weaknesses

a. of the North
b. of the South

3. Strategy

a. of the North (Anaconda Plan)
b. of the South

4. Major Campaigns

a. Eastern Front

(1) First Battle of Bull Run
(2) Peninsular War
(3) Second Battle of Bull Run
(4) Antietam

(a) Lee's offensive "Checked"
(b) Emancipation Proclamation
(c) Lincoln's search for a general

b. Battle of the Iron Clads

(1) Monitor and Merrimac

(a) Hampton Roads, Virginia
(b) Results - long - short

c. Northern Victories in the West

(1) Ft. Donelson and Ft. Henry (Grant)
(2) Shiloh (Grant)
(3) New Orleans (Farragut)
(4) Vicksburg (Grant & Farragut)

d. Southern Victories in the East

(1) Fredericksburg
(2) Chancellorsville

(a) "Stonewall" Jackson accidently killed

e. Lee Invades the North Again

(1) Battle of Gettysburg

(a) Lee's objective
(b) Course of the Battle
(c) Pickett's Charge "High-Water Mark of the Confederacy"
(d) Lee's retreat

(2) Gettysburg Address

f. Grant Commands the Union Armies

(1) Sherman's March through Georgia
(2) Grant's Wilderness Campaign
(3) Lee's surrender

(a) place
(b) date
(c) terms

g. Behind the Lines

(1) Northern Draft law
(2) Peace Movement in the North
(3) Southern Draft law
(4) Results of Southern Defeat

h. Death of Lincoln

i. Plans

(1) Lincoln "With Malice Towards None"

(a) Opponents (Radical Republicans)

j. President Johnson

(1) career
(2) plans for reconstruction
(3) congressional opposition

(a) "Black Codes"
(b) Reasons for opposition
(c) Leaders
(d) Methods
(e) Fourteenth Amendment

k. Reconstruction Act of 1867

(1) Provisions
(2) Reconstructed States
(3) Carpetbagger and Scalawag Governments

l. Johnson's Impeachment

(a) Reasons

(1) Tenure of Office Act
(2) Personalities

(b) Results

m. Grant's Administration

(a) Election of 1868
(b) Handling of Reconstruction Plans (1867)
(c) Scandals
(d) Republicans and the fifteenth Amendment

n. South Regains Control

(a) Reasons
(b) Development of K.K.K.
(c) End of Reconstruction
(d) Broader based economically

(1) textiles
(2) steel
(3) tobacco